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ABSTRACT

This report was produced in response to a mandate of the Texas legislature requiring the development of a long-range plan for higher education by region. A wide variety of factors related to higher education were reviewed for the report. General demographic observations show that the state's population is expected to increase significantly in five geographic areas that represent 95% of the state's total growth and 88% of the population aged 15 to 34. Three regions, the Metroplex, Gulf Coast, and South Texas regions, account for almost 80% of the targeted enrollment growth statewide. Overall, a broad range of educational opportunities are currently available to students in all regions of the state. There are two major areas in which problems must be addressed: (1) the critical field areas in which programs are available but students are not enrolling and graduating in numbers sufficient to meet market demand; and (2) the need to offer high demand programs in regions in which they are not currently available. Among the expectations for higher education are that community colleges may require additional state funds and additional numbers of faculty members, and that all levels of higher education will face demands for more space. Recommendations are made to ensure that the Texas Higher Education Coordinating Board assess the needs of the higher education sector accurately for each region of the state. Six appendixes contain supplemental information about higher education offerings in Texas regions. (Contains 19 tables and 12 maps.) (SLD)

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Regional Plan for Texas Higher Education

(in response to HB 1799, 77th Texas Legislature)

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Mission of the Coordinating Board

The Texas Higher Education Coordinating Board's mission is to work with the Legislature, Governor, governing boards, higher education institutions and other entities to provide the people of Texas the widest access to higher education of the highest quality in the most efficient manner.

Philosophy of the Coordinating Board

The Texas Higher Education Coordinating Board will promote access to quality higher education across the state with the conviction that access without quality is mediocrity and that quality without access is unacceptable. The Board will be open, ethical, responsive, and committed to public service. The Board will approach its work with a sense of purpose and responsibility to the people of Texas and is committed to the best use of public monies. The Coordinating Board will engage in actions that add value to Texas and to higher education; the agency will avoid efforts that do not add value or that are duplicated by other entities.

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Executive Summary

This report is provided in response to House Bill 1799, of the 77th Texas Legislature, requiring the Coordinating Board to develop a long-range plan for higher education, by region. The report represents one of the key roles of the Coordinating Board: to provide information on the status of higher education throughout the state.

A wide variety of factors related to higher education were reviewed for this report. The factors include educational attainment of the current and projected population, existing degree programs, programs where significant unmet need may exist, programs provided by independent institutions, and geographic areas of the state which may have a greater need for higher education services (based on the current and projected population, distance from other educational resources, and economic trends).

The following are some of the general demographic observations:

- The state's population, particularly the age 15-to-34 group, is expected to increase significantly in the Central, Gulf Coast, Metroplex, South Texas, and Upper Rio Grande regions (representing 95 percent of the state's total growth and 88 percent of the 15-34 population growth). These five regions were labeled high growth regions.

- Three regions, the Metroplex, Gulf Coast, and South Texas regions, account for almost 80 percent of the targeted enrollment growth statewide.

- If the state's public colleges and universities achieve the enrollment targets they reported in response to Closing the Gaps by 2015, enrollment growth will be greatest in the Metroplex, Gulf Coast, and South Texas regions at both the universities and two-year colleges.

Overall, a broad range of educational opportunities are available to students in all regions. The state has two underlying issues: 1) critical field areas where programs are available, but students are not enrolling and graduating in sufficient number to meet job market demand; and 2) offering high demand programs in regions where they are not currently available. Several observations specifically related to higher education are provided:

- In high growth regions, community colleges may require state assistance if facilities are to accommodate the new students expected.

- The state is estimated to have a space deficit of 15 million square feet, with 11.9 million square feet of that amount in the high growth regions, if universities continue to deliver services in the same manner.

- Community colleges will need more than an estimated 11,000 additional faculty and universities will need an estimated additional 10,000 faculty by 2015 if enrollment targets are achieved.

- High-demand baccalaureate and master's level programs are available in most regions.

- Two-year colleges continue to work closely with stakeholders in their communities and regions. For this reason, the degree programs provided by two-year colleges were not reviewed in this plan.

The report concludes with the following considerations:

- The Coordinating Board should conduct a study of maintenance costs, capacity, and facility needs of public community colleges. Large increases in community college enrollments may be stretching resources at community colleges in high-growth areas. The study should consider the question of providing partial state funding of community college facilities and the feasibility of using the state's electronic admission's application to refer students to institutions with available facilities or to offer incentives for students to attend those institutions with existing capacity.

- The Coordinating Board should work with universities and community college districts in identifying opportunities to increase effective and efficient utilization of existing facilities.

- The Coordinating Board should study future faculty needs at all levels of higher education throughout the state.

- Some program areas are available in all regions, but increased effort needs to be made to enroll and graduate additional students.

- Program areas without sufficient student demand in a region may be delivered through distance education/electronic delivery until student demand in the region is sufficient to justify a new program.

- The Coordinating Board methodology for determining the need for additional professional schools should be applied before the creation of any new professional schools.

- Institutions within each region should work together to review high demand programs missing from their region to determine need and student interest before bringing forward new programs for program review and approval. Coordinating Board staff plan to hold meetings with representatives of institutions in each region to discuss how institutions can best work together to identify and address any unmet high demand degree program needs in their regions. Program proposals submitted to address unmet needs would go through the Coordinating Board's normal review and approval process.

House Bill 1799: Regional Plan for Texas Higher Education

Through House Bill 1799[1], the 77th Texas Legislature directed the Coordinating Board to "develop a long-range statewide plan to provide information and guidance to policy makers to ensure that institutions of higher education meet the current and future needs of each region of this state for higher education services and that adequate higher education services at all levels are reasonably and equally available to the residents of each region of this state."

The legislation requires the Coordinating Board to review:

- The educational attainment of the current population, as well as the extent to which residents attend higher education institutions outside the area or do not attend higher education institutions anywhere.
- Existing undergraduate, graduate, professional, and research programs
- Programs or fields of study in an area projected to have significant unmet need
- Geographic areas of the state likely to have significantly greater need for higher education services (factors may include the current population, projected population, distance from other educational resources, and economic trends)
- Higher education services provided by independent institutions

A key role of the Coordinating Board is to provide information, through this and other efforts, on the status of higher education throughout the state. This plan serves as a starting point for analyzing higher education opportunities at universities by focusing on existing and potential degrees available throughout the state and by region, particularly for geographic areas of the state most likely to experience the greatest need. A regional approach allows a detailed examination of the state's higher education opportunities, but should not be considered apart from a comprehensive analysis in determining statewide policy in higher education. This plan is not a forecast of degree program needs or demands, nor does it attempt to address economic stimulation and growth through higher education. However, such forecasts and related impact issues may be incorporated in future reports.

The importance of two-year colleges in both job preparation and entry into further education is recognized in this plan. The review of degree opportunities also considers current and projected student participation rates, demographics, and areas of predicted job-growth. The matching of degree programs with workforce predictions of high-growth areas is a third research opportunity for a future report. For now, as noted in the Regional Analysis section, the Coordinating Board has relied upon the State Comptroller's *Texas Regional Outlook Reports*, published summer 2002 and available at http://www.window.state.tx.us/ecodata/regional/.

The result of this review of existing degree opportunities is designed to identify potential higher education delivery gaps so that the higher education community can work together to identify and establish the high-demand programs necessary to meet Texas' higher education needs.

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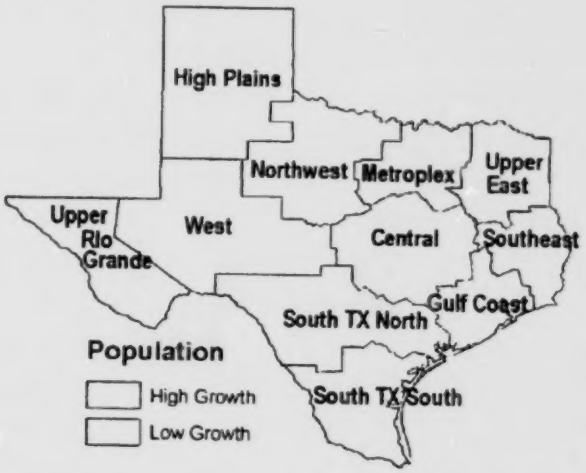
1 Codified as Section 61.051, Texas Education Code.

Regional Analysis

For the past several years, the Coordinating Board has provided statewide and regional higher education data and analysis. Boundaries for the 10 regions were adopted from the State Comptroller's 13 regions and the Texas Workforce Commission's 28 local workforce development areas. In recognition of the large geographic area included in the South Texas region, more-detailed information is frequently provided in the form of South Texas-North and South Texas-South in this plan.



Five regions in the state (Central Texas, Gulf Coast, Metroplex, South Texas, and Upper Rio Grande) are projected to have the largest increases in the total 15-to-34 population and the Hispanic 15-to-34 population (88 percent of the state's growth), as well as the greatest increases in total population (numerically and as a percent of change). In addition, 95 percent of the total population growth between 2000 and 2015 is expected in the same five regions (Central Texas, Gulf Coast, Metroplex, South Texas, and Upper Rio Grande). Also, if institutions reach the enrollment targets they established for the *Closing the Gaps* education plan, college enrollments will increase the most – accounting for 80 percent of the targeted growth statewide – in the Metroplex, Gulf Coast, and South Texas regions at both the university and two-year college levels. Degree programs at the baccalaureate, masters, and doctoral level were reviewed for these regions.

The other five regions of the state (High Plains, Northwest Texas, Southeast Texas, Upper East Texas, and West Texas) are expected to have a much lower growth rate. Although these regions are not expected to experience high levels of population growth, they are still extremely important. The institutions within these regions provide a solid foundation and assortment of educational services. As an example, Texas Tech University provides a broad range of educational opportunities throughout the High

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Plains region and offers numerous outreach programs beyond the region. Degree programs were reviewed at the baccalaureate, masters and doctoral level for these regions.

Each region of the state must overcome a different set of challenges to provide quality higher education opportunities. This plan provides an initial review of some of the advantages and challenges the state's regions are expected to face as related to higher education. Appendix A includes background data for each of the regions. The two groups of regions are differentiated, as suggested in the legislation directing this report, by focusing on geographic factors likely to reflect a significantly greater need for higher education services (such as the current population, projected population, distance from other educational resources, and economic trends).

Availability of Degree Programs

General. An analysis of degree programs available at public universities and health-related institutions statewide and regionally, with a focus on the five geographic areas with the greatest need for higher education opportunities, is part of this plan.

Certificate and associate degree programs were not considered because two-year colleges and their communities effectively identify instructional areas required to meet local demand. It is important to acknowledge the increasing efforts of two- and four-year institutions in developing partnership agreements designed to make transfer among institutions more efficient. These include traditional articulation agreements, multi-institution teaching centers, and concurrent or guaranteed admission programs. Decisions regarding which program to offer where will increasingly blend some traditional community college and university offerings.

The database of current degree programs was reviewed by region, with particular attention provided to high-demand programs. With more than 4,000 programs available, many degree programs have small enrollments and even fewer graduates. While these programs make an important contribution to the state, this plan focuses on the programs sought by the largest number of students.

Overall, a broad range of educational opportunities are available to students in all regions, but there are two underlying issues for the state. First, there are critical discipline areas (mathematics, teaching, nursing) where programs are available, but students are not enrolling and graduating in sufficient numbers to meet job market demand. Second, high-demand programs should be available in regions where they are not currently available, as justified by student interest and community need.

Multi-Institutional Partnerships and Distance Delivery. Distance education (including electronic methods of course delivery) and multi-institutional partnerships are increasingly important for providing classes and complete degree programs through non-traditional means. Many institutions have partnerships with military installations, such programs offered by Angelo State University's at Goodfellow Air Force Base (AFB) and by Southwest Texas State University's at Kelly AFB, Randolph AFB, and Fort Sam Houston (U.S. Army) in San Antonio.

Several universities have partnered with other institutions in their region, and frequently the partnerships extend beyond regional boundaries. As one example, The University of Texas Health Science Center at Houston provides its master's degree in public community health program to students attending The University of Texas Southwestern Medical Center in Dallas, The University of Texas at El Paso, and The University of Texas Health Science Center at San Antonio.

Many distance education programs and partnerships are not bound by geography. Undergraduate and graduate degrees are available on the internet, providing access to anyone in the state and beyond. These programs include Stephen F. Austin's master's degree in elementary education, Sam Houston State University's baccalaureate and masters degrees in criminal justice, Texas A&M University's master's degree in agricultural economics, and Texas Woman's University's baccalaureate degree in health

studies. Additional high-demand degree programs available through the Internet include a master's degree in software engineering from the University of Houston-Clear Lake, a master's degree in library science from the University of North Texas, and West Texas A&M University's master's degree in agriculture. A list of all distance delivery programs and off-campus instruction is provided in Appendix B.

Professional Degrees. In early 2002, the Coordinating Board developed a methodology to determine when and where new professional schools might be needed in the state. The methodology focuses on two areas: first, the need for professional services; and second, the opportunity for students throughout the state to pursue these professions.

The first report, focusing on the potential need for new medical schools in the state, was approved by the Coordinating Board in July. Among the findings of the report is recognition that before creating new medical schools, expanding existing schools, or starting new extension initiatives, the Legislature should ensure that existing schools and regional academic health centers have funding sufficient to support their missions. However, if additional medical schools are to be created, two areas of the state meet the criteria identified in the report: the Upper Rio Grande Region and the South Texas-South region. A copy of the recommendations from the report can be found online at http://www.thecb.state.tx.us/UHRI/ProfSchools.htm

The Coordinating Board approved two additional reports on the need for new professional schools in October 2002. First, the Board determined that there is no compelling need for the state to establish a new law school at this time. The people of Texas have average access to law schools compared to citizens of the ten most populous states, and the state's public and independent law schools are providing new lawyers in numbers that are approximately equal to the number of new law jobs. However, the Board recognizes that lawyers are not distributed evenly throughout the State, leaving citizens of some regions with less access to legal services. Additionally, some areas of the state are under-represented in the state's law school student population. To increase the state's supply of lawyers, the state could encourage moderate enrollment increases in the state's smaller public law schools, improve retention at schools with high attrition, and/or increase passing rates at law schools with lower passing rates on the State Bar Exam. Or, a special loan repayment program could be developed for lawyers practicing in underserved areas. Finally, programs could be established to increase enrollment of law students from underserved areas.

Second, the Coordinating Board looked at the statewide need for professional education in veterinary medicine. There does not appear to be a current need to create a new school of veterinary medicine in Texas, although there is maldistribution of veterinarians across regions of Texas and a shortage of veterinarians specializing in large animal medicine. Should it be determined that more veterinarians are needed, class capacity at Texas A&M University's College of Veterinarian Medicine could be increased by ten to 20 students. Additionally, a special loan repayment program could be developed to encourage veterinarians to practice large animal medicine in rural areas.

The following table provides information on current programs, population, and enrollment by region. Population figures are also projected for 2015. This information helps identify

five of the 10 regions of the state as "high-growth" in terms of population, and presents a brief overview of each of the regions.

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Texas Higher Education Coordinating Board
Select Information by Region: Programs, Populations, and Enrollment

Total	Programs (2001, Duplicated)	Central	Gulf Coast	High Plains	Metroplex	Northwest	South Texas	Southeast Texas	Upper East Texas	Upper Rio Grande	West Texas
1,664	Associate's (technical)	220	323	85	343	64	284	73	141	55	76
1,923	Baccalaureate	325	332	177	389	44	292	140	56	94	74
1,727	Master's	328	341	155	386	25	244	80	43	85	40
567	Doctoral	211	106	60	157	0	20	4	0	9	0
22	Professional	5	8	4	3	0	2	0	0	0	0
Total	**Population 2000 & 2015**	**Central**	**Gulf Coast**	**High Plains**	**Metroplex**	**Northwest**	**South Texas**	**Southeast Texas**	**Upper East Texas**	**Upper Rio Grande**	**West Texas**
20,851,820	Total 2000	2,309,972	4,854,454	780,733	5,487,477	549,267	3,884,115	740,952	1,015,648	704,318	524,884
25,936,845	Total 2015	2,962,962	6,128,339	871,857	7,082,225	583,305	4,908,281	805,695	1,117,857	893,572	582,752
6,337,719	Age 15-to-34, 2000	795,352	1,480,588	232,319	1,703,687	152,548	1,147,183	202,035	264,770	213,221	146,016
7,457,981	Age 15-to-34, 2015	888,357	1,753,185	263,094	1,960,475	167,647	1,454,783	229,394	297,918	274,883	168,245
NA	Age 15-to-34 Population of Border City (if any) 2000 *(Italics = Mexico)*	NA	NA	16,757 (Guymon OK, Clovis NM, Portales NM)	6,149 (Hugo OK, Durant OK)	13,229 (Ardmore OK, Frederick OK, Altus OK)	*579,437 (Acuna, Nuevo Laredo, Matamoras, Piedras Negras, Reynosa, Rio Bravo)*	74,554 (Shreveport LA, Bossier City LA)	9,345 (Texarkana LA, Idabel OK)	479,996 (Las Cruces NM, *Juarez)*	8,267 Hobbs NM
Total	**Enrollment 2001**	**Central**	**Gulf Coast**	**High Plains**	**Metroplex**	**Northwest**	**South Texas**	**Southeast Texas**	**Upper East Texas**	**Upper Rio Grande**	**West Texas**
909,083	Total	182,696	191,262	51,224	195,724	14,715	150,721	32,117	33,126	36,568	20,930
352,942	University Undergraduates	96,717	64,631	27,234	65,799	5,397	47,357	18,708	3,981	15,218	7,900
478,313	Two-Year Colleges	63,945	111,596	19,133	110,386	8,755	94,078	11,624	28,175	18,356	12,265
74,944	Nonresdnt/Foreign	19,165	19,884	4,053	17,408	847	5,576	1,134	1,948	4,277	652

High-Demand Degree Programs. High-demand degree programs were identified through a three-step process. First, all 2001 graduates of a public university or health-related institution (statewide) were grouped by their respective degree programs. High-demand degree programs were identified as those programs producing the following number of graduates statewide:

- 200 or more baccalaureate degrees
- 50 or more masters degrees
- 30 or more doctorates.

These criteria were based on professional judgments about the pool of students needed to make a new program successful. Because of differences in program lengths and the way programs are delivered and funded, more students are needed generally to make a baccalaureate program successful than needed to make a masters program successful, and more students are needed for a successful "stand-alone" masters program than for a doctoral program.

The second step was to review the degrees available in each region, including new programs which have been approved but have not yet produced graduates.

The third step was to determine programs for which an institution within the region currently has planning authority[2] or programs which are offered by an independent institution in the region. The Upper Rio Grande region is the only high-growth region that does not have an independent institution; Southeast Texas and West Texas also do not have independent institutions within their regional borders. Additional information regarding high-demand programs and the methodology applied to this plan is provided in Appendix C.

This analysis of high-demand degree programs provides a starting point for identifying potential gaps in higher education opportunities throughout the state. However, every degree program is not needed in every region of the state. A region of the state without a local chemical industry, for example, may have no workforce needs for doctorates in chemical engineering. While the Coordinating Board is prepared to support institutions interested in meeting unmet needs for degree programs, it does not take as a given that the gaps represent unmet need. Proposals for any new degree programs in these areas would have to meet all the Coordinating Board standards related to quality, cost, and need, including documented evidence that there is a state and regional need for the program.

There were only 54 degree programs that awarded at least 200 baccalaureate degrees between fall 2000 and summer 2001, indicating that most students are interested in a relatively few number of program areas. The same is true at the masters and doctoral levels. Across the state, 58 types of masters degree programs reached the statewide threshold of awarding 50 masters degrees (although they were in different program areas than the 54 most popular baccalaureate degree programs).

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2 As a preliminary step, public universities and health science centers in the state may request "planning authority" to officially begin the process of planning for and preparing a proposal for a new degree program.

At the doctoral level, only 18 types of degree programs awarded 30 or more degrees statewide.

Most high-demand programs offered at the baccalaureate and masters level are readily available all over the state. The issue is in providing access which will satisfy the educational needs of communities and meet the interests of students. Unfortunately, providing access to programs does not always lead to more graduates in these critical fields. For example, nursing and education programs are widely available in every region of the state, but these disciplines do not attract and graduate enough students to meet the local and statewide employment needs. In addition, high-growth regions may require additional programs or services to meet expected increases in student demand.

Summary

- *High-demand baccalaureate and master's degree programs are available in most regions.*
- *Upper Rio Grande is the only region of the five fastest growing regions not to include an independent institution. Southeast and West Texas regions also do not have independent institutions.*
- *Some program areas are available in all regions, but increased effort is needed to enroll and graduate additional students.*
- *Multi-institutional partnerships and distance delivery programs will increasingly contribute to program opportunities throughout the state.*
- *The Coordinating Board methodology for determining the need for additional professional schools should be applied to a program area before the creation of any new professional schools.*

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High-Demand Degree Areas

This plan reviews university-level programs available in all 10 regions of the state, but focuses on the five regions with the greatest projected population growth: Central Texas, Gulf Coast, Metroplex, South Texas, and the Upper Rio Grande. High-demand programs are most likely to be needed in these areas. Potential gaps in high-demand degree opportunities are outlined in this section of the plan. Although the Upper Rio Grande region has a relatively small population, it is included with the high-growth regions because of the high expected population growth of the region.

Recognizing that 88.6 percent of Texas students are undergraduates, special attention is given to gaps in the delivery of career-related undergraduate programs. Graduate programs (masters and doctorates) are important contributors to the higher education mix, but are more expensive and have less demand. Higher education leaders in all regions are encouraged to review the demand for new programs, and if there is adequate demand for a program, the Coordinating Board is prepared to join in the analysis and make further recommendations toward filling the gap.

The analysis here is intended as a first step. It identifies disciplinary areas that should be explored as possibilities for developing new degree programs. As possible degree gaps are identified, institutions within a region must work together and discuss many factors before a program is brought forward for approval. Institutions in each region are encouraged to review the high-demand programs not currently offered and identify those for which there is sufficient need to consider for development. Coordinating Board staff plan to hold meetings with representatives of institutions in each region to discuss how institutions can best work together to identify and address any unmet degree program needs in their regions. Before the Coordinating Board would approve such new programs, the institutions in the region should demonstrate there is a need for it, the program is consistent with the institution's mission, the institution has the resources necessary to offer a high quality program, and, finally, if the need is real, that it is the most appropriate institution in the region to offer the program. Program proposals submitted to address unmet needs would go through the Coordinating Board's normal review and approval process.

The tables below list the high-demand degree programs available in the five largest growth regions of the state by level (baccalaureate, master's, doctoral) followed by high demand baccalaureate and master's programs for the remaining five regions (distance delivery programs are not considered). Programs in regions which are not available are noted NA. The letter "P" indicates that an institution within the region has planning authority for the program, and the letter "I" indicates that an independent institution (but no public institutions) in the region offers the program. The institutions in each region should examine these program areas to see if there is sufficient need and student interest for the creation of a new program.

To provide a sense of degrees available throughout the state, the high-demand tables also identify total degrees by region as of August 2001. In regions where the same degree is offered by more than one institution, the degree is counted for each institution.

The total number of degree programs differs from the total number of degree programs listed on an institutions' table of degree programs authorized by the Coordinating Board. Although it may be possible eventually to tally degrees according to the table of programs, the current national CIP system and its application by individual institutions produces coding inconsistencies. For example, one institution may offer a single degree in Applied Music and another institution may award separate degrees for each musical instrument. Or, an institution may consider all programs in visual and performing arts as one degree, and another institution may separate drawing, printmaking, sculpture, and painting into four degrees. Additional information on the Coordinating Board's methodology for counting degree programs is provided in Appendix C.

Educational opportunities by program and institution are available online for Texas' public universities and public community, technical, and state colleges at the following Coordinating Board website: www.collegefortexans.com/library.

Baccalaureate High-Demand Program Offerings
Five Largest and/or High-Growth Regions

(Refer to the table on page 10 for total programs by region)

(✓ = program present, P = planning authority granted;
I = program offered by independent institution; NA = program not offered in region)

Title	Central	Gulf Coast	Metroplex	South TX	Upper Rio Grande
Advertising	✓	✓	✓	P	✓
Agriculture Business/Agribusiness Operations	✓	✓	✓	✓	✓
Animal Sciences, General (Animal Science Research and Meat Science)	✓	✓	✓	✓	✓
Anthropology-Applied, Cultural, Physical	✓	✓	✓	✓	✓
Applied Arts & Sciences; Classical Studies	✓	✓	✓	✓	NA
Architecture	✓	✓	✓	✓	NA
Architecture, Interior	✓	✓	✓	✓	NA
Art, General (Visual)/Fine-Studio Arts	✓	✓	✓	✓	✓
Audiology/Speech Path & Audiology; Communication Disorders	✓	✓	✓	✓	✓
Biological & Physical Sciences; Marine Science	✓	✓	P	✓	✓
Biology, General and Applied	✓	✓	✓	✓	✓
Business Adm & Mgmt/Bus, Gen/Bus Mngmt	✓	✓	✓	✓	✓
Business Marketing & Marketing Management	✓	✓	✓	✓	✓
Business, Accounting	✓	✓	✓	✓	✓
Business, Finance	✓	✓	✓	✓	✓
Business, Hotel/Motel & Restrnt Mngmnt/Hsptlty Mngmt; Hospitality Admn/Mgmt & Travel Tourism Mngmt	✓	✓	✓	✓	P
Business, Mngmnt Info Sys & Bus Data Processing, Gen	✓	✓	✓	✓	✓
Chemistry, General	✓	✓	✓	✓	✓
Communications, General	✓	✓	✓	✓	✓
Computer & Information Sciences, General	✓	✓	✓	✓	✓
Construction/Building Technology/Technician	✓	✓	✓	NA	NA
Criminal Justice; Criminal Justice/Law Enforcement Admn	✓	✓	✓	✓	✓
Drama/Theater Arts, General; Drama Production; Children's Theatre	✓	✓	✓	✓	✓
Economics, General; Bus/Managerial Econ	✓	✓	✓	✓	✓
Engineering, Chemical	✓	✓	P	✓	P
Engineering, Civil	✓	✓	✓	✓	✓
Engineering, Computer; Design & Implementation of Complex Comp Sys; Networks/Data Communic	✓	✓	✓	✓	✓
Engineering, Electrical, Electronics & Communication; Control Eng; Microelectronic Eng	✓	✓	✓	✓	✓
Engineering, Mechanical	✓	✓	✓	✓	✓
English Language & Literature, General	✓	✓	✓	✓	✓
Environmental Science & Studies	✓	✓	✓	✓	✓
Fitness & Sports	✓	✓	✓	✓	✓
General Studies	P	✓	✓	✓	NA
Health Studies; Community Health Liaison; Clinical Gerontology; Health Professions	✓	✓	✓	✓	✓
History, General, Atlantic, & US/Mexican History	✓	✓	✓	✓	✓
Individual & Family Development Studies, General	✓	✓	✓	✓	NA

Baccalaureate High-Demand Program Offerings
Five Largest and/or High-Growth Regions

(Refer to the table on page 10 for total programs by region)

(✓ = program present, P = planning authority granted;
I = program offered by independent institution; NA = program not offered in region)

Title	Central	Gulf Coast	Metroplex	South TX	Upper Rio Grande
Industrial Sales	✓	✓	✓	P	P
Interdisciplinary Studies, General; Future Studies & Other titles	✓	✓	✓	✓	✓
Journalism; Ag Journalism, Photojournalism, Science & Technology Journalism	✓	✓	✓	✓	✓
Liberal Arts & Sciences/Liberal Studies	✓	✓	✓	✓	NA
Mathematics	✓	✓	✓	✓	✓
Microbiology and/or Bacteriology	✓	✓	✓	P	✓
Music, General, Music History & Lit, Music History, Music Lit, specific instruments (performance)	✓	✓	✓	✓	✓
Nursing, General	✓	✓	✓	✓	✓
Occupational Therapy	P	✓	✓	✓	✓
Operations Research	✓	P	✓	P	P
Political Science & Government, General, Comparative Politics, Political Theory	✓	✓	✓	✓	✓
Psychology, General	✓	✓	✓	✓	✓
Public Relations & Organizational Communications	✓	✓	✓	✓	✓
Radio & Television Broadcasting	✓	✓	✓	P	P
Social Work, Education & Youth Service Agency	✓	✓	✓	✓	✓
Sociology, Rural Sociology, Applied Sociology	✓	✓	✓	✓	✓
Spanish Language & Literature	✓	✓	✓	✓	✓
Speech & Rhetorical Studies, Speech Communication	✓	✓	✓	✓	✓
Region Total	✓=52	✓=53	✓=52	✓=48	✓=42
Region Total	P=2	P=1	P=2	P=5	P=5
Region Total	NA=0	NA=0	NA=0	NA=1	NA=7
Region Total	I=0	I=0	I=0	I=0	I=0

Some high demand degrees were combined as shown.

Some institutions offer specialized programs which are not considered high-demand but do contribute to the region's baccalaureate-level offerings.

Master's High-Demand Program Offerings
Five Largest and/or High-Growth Regions

(Refer to the table on page 10 for total programs by region)

(✓ = program present, P = planning authority granted;
I = program offered by independent institution; NA = program not offered in region)

Title	Central	Gulf Coast	Metroplex	South TX	Upper Rio Grande
Agriculture/Agriculture Sciences	✓	✓	✓	✓	P
Anthropology: General, Applied, Cultural, and Physical	✓	✓	✓	✓	P
Architecture	✓	✓	✓	✓	NA
Audiology/Speech Pathology & Audiology	✓	✓	✓	✓	✓
Biology, General and Applied	✓	✓	✓	✓	✓
Business Administration & Management, General Bus	✓	✓	✓	✓	✓
Business Marketing & Marketing Management	✓	✓	✓	P	P
Business, Accounting	✓	✓	✓	✓	✓
Business, Finance	✓	✓	✓	✓	P
Business, Human Resources; Human Resource Dev, Personnel Management	✓	✓	✓	✓	P
Business, International	P	✓	✓	✓	✓
Business, Mngmnt Info Sys & Bus Data Prcssng, Gen	✓	✓	✓	✓	P
Business, Petro Land Mngmnt /Electronic Commerce/ Environmental Mngmnt, Business/Technology Commercialization & Management	✓	✓	✓	✓	P
Chemistry, General	✓	✓	✓	✓	✓
Community Health Sciences, Community Health Liaison, Public Health	✓	✓	✓	NA	P
Computer & Information Sciences, General; Information Science and Systems; Software Engineering	✓	✓	✓	✓	✓
Criminal Justice Studies; Criminal Justice/Law Enforcement Administration	✓	✓	✓	✓	✓
Drama/Theater Arts, General; Drama Production, Children's Theatre	✓	✓	✓	✓	✓
Economics, General and Bus/Managerial Economics	✓	✓	✓	✓	✓
Education, Agricultural	✓	✓	✓	P	P
Education, Curriculum & Instruction; Correctional Ed	✓	✓	✓	✓	✓
Education, Elmntry Ed/Early Childhood/Secondary Ed	✓	✓	✓	✓	✓
Education, Fitness & Sports/PE/Health Studies	✓	✓	✓	✓	✓
Education, General	P	P	✓	P	✓
Education, Instructional Technology (& Media Design)	✓	✓	✓	✓	P
Education, Occupation; Trade & Industrial Teacher Ed	✓	✓	✓	✓	P
Education, Reading Specialist	✓	✓	✓	✓	✓
Education, School Administration/Educational Leadership/Admin & Superintdncy and Other Titles	✓	✓	✓	✓	✓
Education, Special Education & Educational Diagnostician	✓	✓	✓	✓	✓
Engineering, Chemical	✓	✓	P	✓	P
Engineering, Civil	✓	✓	✓	✓	✓
Engineering, Computer; Electrical; Control Engineering	✓	✓	✓	✓	✓
Engineering, General	✓	✓	P	P	✓
Engineering, Industrial/Manufacturing; Industrial Safety Engineering; Manufacturing Engineering	✓	✓	✓	✓	✓
Engineering, Mechanical	✓	✓	✓	✓	✓

Master's High-Demand Program Offerings
Five Largest and/or High-Growth Regions

(Refer to the table on page 10 for total programs by region)

(✓ = program present, P = planning authority granted;
I = program offered by independent institution; NA = program not offered in region)

Title	Central	Gulf Coast	Metroplex	South TX	Upper Rio Grande
Engineering, Petroleum and Gas Engineering	✓	✓	P	✓	P
English Language & Literature, General	✓	✓	✓	✓	✓
Environmental Science and Studies	✓	✓	✓	✓	P
Geology and Marine Geology	✓	✓	✓	✓	✓
Guidance & Counseling/Counselor Ed/Counseling and Other Counseling-related Titles	✓	✓	✓	✓	✓
History: General, Atlantic, US/Mexican History	✓	✓	✓	✓	✓
Interdisciplinary Studies, General; Future Studies; and Other Titles	✓	✓	✓	✓	✓
Library Science/Librarianship and Learning Resources	✓	✓	✓	I	P
Mathematics	✓	✓	✓	✓	✓
Microbiology and/or Bacteriology	✓	✓	✓	✓	P
Music, General/Music-Performance; Music History & Lit; Music History; Music Lit; specific instrument performance	✓	✓	✓	✓	✓
Nursing, Fam Practice/Nrs Practitnr/Practitnr Major	✓	✓	✓	✓	✓
Nursing, General; Nursing Admin; Nursing Anesthetist; Nursing Midwifery; Nursing, Public Health; Practical Nursing; Clinical Specialist; Nursing Education	✓	✓	✓	✓	✓
Occupational Therapy	NA	P	✓	✓	NA
Physical Therapy	✓	✓	✓	✓	✓
Physics	✓	✓	✓	P	✓
Political Science & Government, General; Comparative Politics; Political Theory	✓	✓	✓	✓	✓
Psychology, Clinical /Counseling	✓	✓	✓	✓	✓
Psychology, Educational	✓	✓	✓	P	✓
Psychology, General	✓	✓	✓	✓	✓
Public Administration/Public Affairs; Emergency Management; Social Services Admin; Public Policy Analysis	✓	✓	✓	✓	✓
Social Work and Education and Youth Service Agency	✓	✓	✓	✓	P
Sociology, Rural Sociology, Applied Sociology	✓	✓	✓	✓	✓
Region Total	✓=55	✓=56	✓=55	✓=50	✓=39
Region Total	P=2	P=2	P=3	P=6	P=17
Region Total	NA=1	NA=0	NA=0	NA=1	NA=2
Region Total	I=0	I=0	I=0	I=1	I=0

Some high demand degrees were combined as shown.

Some institutions offer specialized programs which are not considered high-demand but do contribute to the region's master'sl-level offerings.

Doctoral High-Demand Program Offerings
Five Largest and/or High-Growth Regions

(Refer to the table on page 10 for total programs by region)
(✓ = program present, P = planning authority granted;
I = program offered by independent institution; NA = program not offered in region)

Title	Central TX	Gulf Coast	Metroplex	South TX	Upper Rio Grande
Biology, General and Applied	✓	✓	✓	NA	NA
Chemistry	✓	✓	✓	NA	NA
Computer & Information Sciences; Information Science and Systems; Software Engineering	✓	✓	✓	✓	P
Education, Curriculum & Instruction; Correctional Education	✓	✓	✓	NA	NA
Education, School Admin/Leadership	✓	✓	✓	✓	✓
Engineering, Chemical	✓	✓	P	NA	NA
Engineering, Civil	✓	✓	✓	NA	NA
Engineering, Electrical	✓	✓	✓	✓	NA
Engineering, Mechanical	✓	✓	✓	NA	NA
English Language & Literature, General	✓	✓	✓	✓	NA
History: General, Atlantic, and US/Mexican	✓	✓	✓	NA	✓
Molecular and/or Cell Biology; Cancer Biology	✓	✓	✓	✓	NA
Music: General/Performance and Specific Instruments	✓	✓	✓	NA	NA
Nursing, General	✓	✓	✓	✓	NA
Physics	✓	✓	✓	NA	NA
Psychology, Counseling & Clinical	✓	✓	✓	P	NA
Psychology, Educational	✓	✓	✓	P	NA
Sociology, Rural Sociology, Applied Sociology	✓	P	✓	NA	NA
Region Total	✓=18	✓=17	✓=17	✓=6	✓=2
Region Total	P=0	P=1	P=1	P=2	P=1
Region Total	NA=0	NA=0	NA=0	NA=10	NA=15
Region Total	I=0	I=0	I=0	I=0	I=0

Some high demand degrees were combined as shown.

Some institutions offer specialized programs which are not considered high-demand but do contribute to the region's doctoral-level offerings. For example, The University of Texas at El Paso in the Upper Rio Grande region offers doctorates in pathobiology, environmental engineering, and community psychology.

The previous three tables provide a summary of high-demand degrees available in the high growth regions of the state. The next two tables summarize the availability of high-demand programs in the low growth regions. The five regions (High Plains, Northwest Texas, Southeast Texas, Upper East Texas, and West Texas) are not expected to experience the high population growth of the other five regions, but their important role in higher education is demonstrated by the extent to which each region provides key higher education services.

Baccalaureate High-Demand Program Offerings
Five Low-Growth Regions

(Refer to the table on page 10 for total programs by region)

(✓ = program present, P = planning authority granted;
I = program offered by independent institution; NA = program not offered in region)

Title	High Plains	Northwest	Southeast	Upper East	West
Advertising	✓	P	✓	NA	NA
Agriculture Business/Agribusiness Operations	✓	I	✓	NA	NA
Animal Sciences, General (Animal Science Research and Meat Science)	✓	I	✓	NA	✓
Anthropology-Applied, Cultural, Physical	✓	P	P	P	✓
Applied Arts & Sciences; Classical Studies	✓	✓	✓	✓	NA
Architecture	✓	NA	NA	NA	NA
Architecture, Interior	✓	NA	✓	NA	NA
Art, General (Visual)/Fine-Studio Arts	✓	✓	✓	✓	✓
Audiology/Speech Path & Audiology; Communication Disorders	✓	I	✓	NA	NA
Biological & Physical Sciences; Marine Science	✓	I	P	NA	✓
Biology, General and Applied	✓	✓	✓	✓	✓
Business Adm & Mgmt/Bus, Gen/Bus Mngmt	✓	✓	✓	✓	✓
Business Marketing & Marketing Management	✓	✓	✓	✓	✓
Business, Accounting	✓	✓	✓	✓	✓
Business, Finance	✓	✓	✓	✓	✓
Business, Hotel/Motel & Restrnt Mngmnt/Hsptlty Mngmt; Hospitality Admn/Mgmt & Travel Tourism Mngmt	✓	P	✓	P	P
Business, Mngmnt Info Sys & Bus Data Processing, Gen	✓	✓	✓	✓	✓
Chemistry, General	✓	✓	✓	✓	✓
Communications, General	P	P	✓	I	✓
Computer & Information Sciences, General	✓	✓	✓	✓	✓
Construction/Building Technology/Technician	P	NA	P	NA	NA
Criminal Justice; Criminal Justice/Law Enforcement Admn	✓	✓	✓	✓	✓
Drama/Theater Arts, General; Drama Production; Children's Theatre	✓	✓	✓	✓	✓
Economics, General; Bus/Managerial Economics	✓	✓	✓	✓	✓
Engineering, Chemical	✓	NA	✓	NA	NA
Engineering, Civil	✓	NA	✓	NA	NA
Engineering, Computer; Design & Implementation of Complex Comp Systems; Networks/Data Communication	✓	NA	P	I	NA
Engineering, Electrical, Electronics & Communication; Control Eng; Microelectronic Eng	✓	I	✓	✓	✓
Engineering, Mechanical	✓	NA	✓	✓	NA
English Language & Literature, General	✓	✓	✓	✓	✓
Environmental Science & Studies	✓	✓	✓	NA	✓
Fitness & Sports	✓	✓	✓	✓	✓
General Studies	✓	I	✓	✓	✓
Health Studies; Community Health Liaison; Clinical Gerontology; Health Professions	✓	NA	✓	✓	P

Baccalaureate High-Demand Program Offerings
Five Low-Growth Regions

(Refer to the table on page 10 for total programs by region)

(✓ = program present, P = planning authority granted;
I = program offered by independent institution; NA = program not offered in region)

Title	High Plains	Northwest	Southeast	Upper East	West
History, General, Atlantic, & US/Mexican History	✓	✓	✓	✓	✓
Individual & Family Development Studies, General	✓	I	✓	NA	✓
Industrial Sales	P	P	P	✓	NA
Interdisciplinary Studies, General; Future Studies & Other Titles	✓	✓	✓	✓	✓
Journalism; Ag Journalism, Photojournalism, Science & Technology Journalism	✓	✓	✓	✓	✓
Liberal Arts & Sciences/Liberal Studies	✓	I	NA	NA	✓
Mathematics	✓	✓	✓	✓	✓
Microbiology and/or Bacteriology	✓	P	P	P	P
Music, General, Music History & Lit, Music History, Music Lit, specific instruments (performance)	✓	✓	✓	✓	✓
Nursing, General	✓	✓	✓	✓	✓
Occupational Therapy	✓	NA	NA	NA	NA
Operations Research	P	P	P	P	P
Political Science & Government, General, Comparative Politics, Political Theory	✓	✓	✓	✓	✓
Psychology, General	✓	✓	✓	✓	✓
Public Relations & Organizational Communications	✓	P	P	NA	NA
Radio & Television Broadcasting	✓	P	✓	NA	NA
Social Work, Education & Youth Service Agency	✓	✓	✓	I	NA
Sociology, Rural Sociology, Applied Sociology	✓	✓	✓	✓	✓
Spanish Language & Literature	✓	✓	✓	✓	✓
Speech & Rhetorical Studies, Speech Communication	✓	P	✓	✓	✓
Region Total	✓=50	✓=27	✓=43	✓=31	✓=34
Region Total	P=4	P=10	P=8	P=4	P=4
Region Total	NA=0	NA=9	NA=3	NA=16	NA=16
Region Total	I=0	I=8	I=0	I=3	I=0

Some high demand degrees were combined as shown.

Some institutions offer specialized programs which are not considered high-demand but do contribute to the region's baccalaureate-level offerings.

Master's High-Demand Program Offerings
Five Low-Growth Regions

(Refer to the table on page 10 for total programs by region)

(✓ = program present, P = planning authority granted;
I = program offered by independent institution; NA = program not offered in region)

Title	High Plains	Northwest	Southeast	Upper East	West
Agriculture/Agriculture Sciences	✓	NA	✓	NA	NA
Anthropology: General, Applied, Cultural, and Physical	✓	P	P	NA	NA
Architecture	✓	NA	NA	NA	NA
Audiology/Speech Pathology & Audiology	✓	NA	✓	NA	NA
Biology, General and Applied	✓	✓	✓	✓	✓
Business Administration & Management, General Bus	✓	✓	✓	✓	✓
Business Marketing & Marketing Management	✓	P	P	P	P
Business, Accounting	✓	P	✓	✓	✓
Business, Finance	✓	P	P	P	P
Business, Human Resources; Human Resource Dev, Personnel Management	P	✓	P	P	P
Business, International	✓	P	P	P	P
Business, Management Information Systems & Business Data Processing, Geneneral	✓	P	P	P	P
Business, Petro Land Mngmnt /Electronic Commerce/ Environmental Mngmnt, Business/Technology Commercialization & Management	P	P	P	P	P
Chemistry, General	✓	P	✓	P	NA
Community Health Sciences, Community Health Liaison, Public Health	NA	NA	NA	NA	NA
Computer & Information Sciences, General; Information Science and Systems; Software Engineering	✓	✓	✓	✓	P
Criminal Justice Studies; Criminal Justice/Law Enforcement Administration	✓	P	✓	✓	✓
Drama/Theater Arts, General; Drama Production, Children's Theatre	✓	NA	✓	NA	NA
Economics, General and Bus/Managerial Economics	✓	P	P	P	P
Education, Agricultural	✓	P	P	P	P
Education, Curriculum & Instruction; Correctional Ed	✓	✓	P	✓	✓
Education, Elmntry Ed/Early Childhood/Secondary Ed	✓	✓	✓	✓	✓
Education, Fitness & Sports/PE/Health Studies	✓	✓	✓	✓	✓
Education, General	✓	P	P	P	P
Education, Instructional Technology (& Media Design)	✓	P	P	✓	✓
Education, Occupation; Trade & Industrial Teacher Ed	P	P	P	P	P
Education, Reading Specialist	✓	✓	✓	✓	✓
Education, School Administration/Educational Leadership/Admin & Superintdncy and Other Titles	✓	✓	✓	✓	✓
Education, Special Education & Educational Diagnostician	✓	✓	✓	✓	✓
Engineering, Chemical	✓	NA	P	NA	NA
Engineering, Civil	✓	NA	P	NA	NA
Engineering, Computer; Electrical; Control Engineering	✓	NA	P	NA	✓
Engineering, General	✓	NA	✓	✓	NA
Engineering, Industrial/Manufacturing; Industrial Safety Engineering; Manufacturing Engineering	✓	NA	P	NA	NA
Engineering, Mechanical	✓	NA	P	NA	NA

Master's High-Demand Program Offerings
Five Low-Growth Regions

(Refer to the table on page 10 for total programs by region)

(✓ = program present, P = planning authority granted;
I = program offered by independent institution; NA = program not offered in region)

Title	High Plains	Northwest	Southeast	Upper East	West
Engineering, Petroleum and Gas Engineering	✓	NA	P	NA	NA
English Language & Literature, General	✓	✓	✓	✓	✓
Environmental Science and Studies	✓	NA	✓	NA	P
Geology and Marine Geology	P	P	✓	NA	✓
Guidance & Counseling/Counselor Ed/Counseling and other Counseling-related Titles	✓	✓	P	P	✓
History: General, Atlantic, US/Mexican History	✓	✓	✓	✓	✓
Interdisciplinary Studies, General; Future Studies; and other titles	✓	P	✓	✓	✓
Library Science/Librarianship and Learning Resources	NA	NA	NA	NA	NA
Mathematics	✓	P	✓	✓	P
Microbiology and/or Bacteriology	✓	P	P	NA	P
Music, General/Music-Performance; Music History & Lit; Music History; Music Lit; specific instrument performance	✓	I	✓	NA	NA
Nursing, Family Practice/Nurse Practitioner/Practitioner Major	✓	✓	NA	P	P
Nursing, General; Nursing Admin; Nursing Anesthetist; Nursing Midwifery; Nursing, Public Health; Practical Nursing; Clinical Specialist; Nursing Education	✓	✓	✓	✓	✓
Occupational Therapy	✓	NA	NA	NA	NA
Physical Therapy	✓	NA	NA	NA	✓
Physics	✓	NA	✓	NA	NA
Political Science & Government, General; Comparative Politics; Political Theory	✓	✓	✓	✓	NA
Psychology, Clinical /Counseling	✓	✓	✓	✓	✓
Psychology, Educational	✓	P	P	✓	P
Psychology, General	✓	✓	✓	P	✓
Public Administration/Public Affairs; Emergency Mngmt; Social Services Admin; Public Policy Analysis	✓	✓	✓	✓	✓
Social Work and Education and Youth Service Agency	P	P	✓	NA	NA
Sociology, Rural Sociology, Applied Sociology	✓	P	P	✓	NA
Region Total	✓=51	✓=19	✓=29	✓=23	✓=22
Region Total	P=5	P=21	P=23	P=14	P=16
Region Total	NA=2	NA=17	NA=6	NA=21	NA=20
Region Total	I=0	I=1	I=0	I=0	I=0

Some high demand degrees were combined as shown.

Some institutions offer specialized programs which are not considered high-demand but do contribute to the region's master's-level offerings.

The low-growth regions appear to provide high-demand baccalaureate and masters degree programs at levels which satisfy the educational demand and needs of the regions. Doctoral degrees, which tend to be specialized and more in demand in highly populated areas, are provided below for comparative purposes. The table below is not intended to encourage, or discourage, institutions within the low-growth regions to fulfill the educational needs of their region.

Doctoral High-Demand Program Offerings
Five Low-Growth Regions

(Refer to the table on page 10 for total programs by region)
(✓ = program present, P = planning authority granted;
I = program offered by independent institution; NA = program not offered in region)

CIP Title	High Plains	Northwest	Southeast	Upper East	West
Biology, General and Applied	✓	NA	NA	NA	NA
Chemistry	✓	NA	NA	NA	NA
Computer & Information Sciences; Information Science and Systems; Software Engineering	✓	NA	NA	NA	NA
Education, Curriculum & Instruction; Correctional Education	✓	NA	NA	NA	NA
Education, School Admin/Leadership	✓	NA	✓	NA	NA
Engineering, Chemical	✓	NA	P	NA	NA
Engineering, Civil	✓	NA	P	NA	NA
Engineering, Electrical	✓	NA	P	NA	NA
Engineering, Mechanical	✓	NA	P	NA	NA
English Language & Literature, General	✓	NA	NA	NA	NA
History: General, Atlantic, and US/Mexican	✓	NA	NA	NA	NA
Molecular and/or Cell Biology; Cancer Biology	P	NA	NA	NA	NA
Music: General/Performance and Specific Instruments	✓	NA	NA	NA	NA
Nursing, General	✓	NA	NA	NA	NA
Physics	✓	NA	NA	NA	NA
Psychology, Counseling & Clinical	✓	NA	NA	NA	NA
Psychology, Educational	✓	NA	NA	NA	NA
Sociology, Rural Sociology, Applied Sociology	P	NA	NA	NA	NA
Region Total	✓=16	✓=0	✓=1	✓=0	✓=0
Region Total	P=2	P=0	P=4	P=0	P=0
Region Total	NA=0	NA=18	NA=13	NA=18	NA=18
Region Total	I=0	I=0	I=0	I=0	I=0

Some high demand degrees were combined as shown.

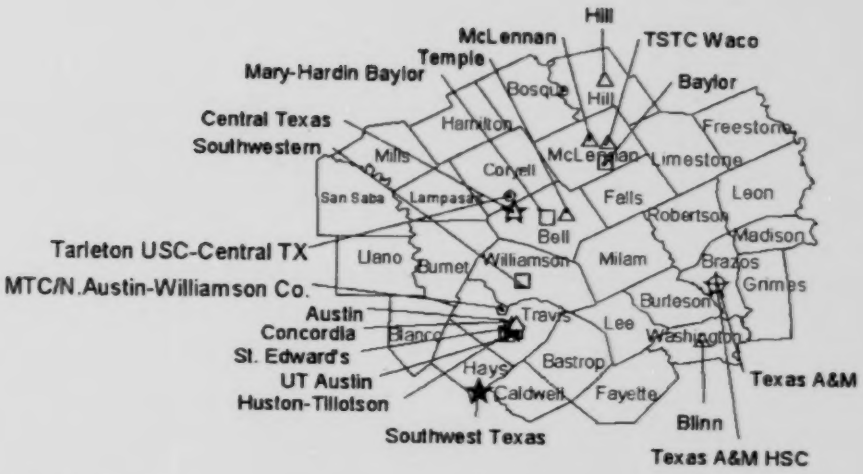
Some institutions offer specialized programs which are not considered high-demand but do contribute to the region's doctoral-level offerings.

Regions

The following section provides a synopsis of each region of the state, beginning with the five fastest growing (high-growth) regions and ending with the low-growth regions. Each regional synopsis includes a map of the region identifying institutions located within the region, and highlights the regions' demographic, enrollment, educational opportunities, and employment areas (as provided by the State Comptroller's Office). The summary at the end of each region's section provides additional insight into the relationship of higher education within the region.

Future reports may review each region's unique service missions or challenges, such as the costs and benefits of educating non-resident students. Additional opportunities for study include the extent of partnerships among institutions within or beyond regional boundaries. Appendix D highlights research and development expenditures by region, with additional research expenditure information provided at http://www.thecb.state.tx.us/ResearchExpenditures/. A list of institutions by region, with corresponding abbreviations used with the maps in this section, is provided in Appendix E.

Central Texas



★ **Public Universities**
△ **Public Community & Technical Colleges**
□ **Independent Universities**
⊕ **Health-related Institutions**
⊙ **University System Center or Multi-Institution Teaching Center ***

*Note: All extension centers and branch campuses are not shown.
Updated maps including these sites will be available in spring 2003.

Demographics

- The population of the Central Texas region is projected to increase from approximately 2,309,972 people in 2000 to 2,962,962 people in 2015 (22 percent growth).
- As a percentage, the population increase for the 15-to-34 age is much lower, with an increase projected from 795,352 people in 2000 to 888,357 people by 2015 (11 percent growth).
- The racial/ethnic mix of the 15-to-34 population in the Central Texas Region is currently 59 percent White, 11 percent Black, and 25 percent Hispanic. The mix is projected to change to 53 percent White, 12 percent Black, and 31 percent Hispanic by 2015.
- The number of residents age 25 and older with a high school degree (or GED) or higher is 82.1 percent, with an associate degree or higher, 35.2 percent; with a baccalaureate or higher, 29.6 percent. The region ranks first in the state in all three categories.

Enrollment

- Participation in higher education from regional residents (3.7 percent) is slightly lower than the state average (3.9 percent), with 26,449 of 38,095 university/health-related students (69.4 percent) remaining in the region. Of the 47,507 two-year college students from the region, 45,624 students (96 percent) remain in the region.

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- In fall 2001, Texas residents accounted for 102,554 (86.4%) of the enrollment at universities (non-resident students from other states or other countries accounted for 13.6 percent of the total university enrollment).
- Fall 2001 minority enrollment in the region is very low. Only 13 percent of the enrollment is Hispanic, compared to 25 percent statewide. Black enrollment was only 6 percent regionally, compared to 11 percent statewide.
- The two largest institutions in the state are located in the Central Texas region and have statewide educational missions: Texas A&M University and The University of Texas at Austin. Both institutions have self-imposed enrollment caps that will affect regional enrollment growth targets. Enrollment at these institutions has a major impact on enrollment growth not only within the region, but also statewide.
- Targeted enrollment growth for the regions is relatively low—an increase of 25,600 students. Eighty-eight percent of the growth is targeted at the community college level.
    - Universities in Central Texas currently have a space deficit of over 1 million square feet. With the expected growth, that deficit is expected to grow to 1.2 million square feet.
    - Additional faculty will also be needed to maintain the current ratio. Universities in the region will need to add 210 faculty members, and community colleges will need 1,171 more faculty members.

Educational Opportunities

- The Central Texas Region has three public universities, seven public two-year college districts, six independent colleges, one public or independent health science center, two MITC/USCs, for a total of 19 higher education institutions.
- The Central Texas region has the most comprehensive program array of any region in the state, primarily because it is home to both The University of Texas at Austin and Texas A&M University.
- The one program area that should be reviewed for need is occupational therapy at the bachelor's and master's levels.

Employment

All data included in this section is from the Texas Comptroller of Public Accounts (Comptroller's) Texas Regional Outlook Reports, released August and September 2002. The Central Texas region is a combination of the Comptroller's Capital and Central regions.

- Overall, the Capital and Central regions are expected to grow slower than in recent years, and slightly slower than in the state as a whole.
- As has been seen in the recent past, health care and computer services will prove a strong job generator in the Central Texas region during the next few years. This should include a broad range of health care professions and nursing services.
- This region (Capital) tends to be very competitive in industries that are growing well in Texas and throughout the United States. The fastest growing occupations for one or both regions include: computer scientists, health care diagnosticians, life scientists, several categories of health care technical workers, teachers, librarians and counselors, physical and social scientists, numerical control machine operators, health assessment and treatment workers, information clerks, lawyers and other professional workers.

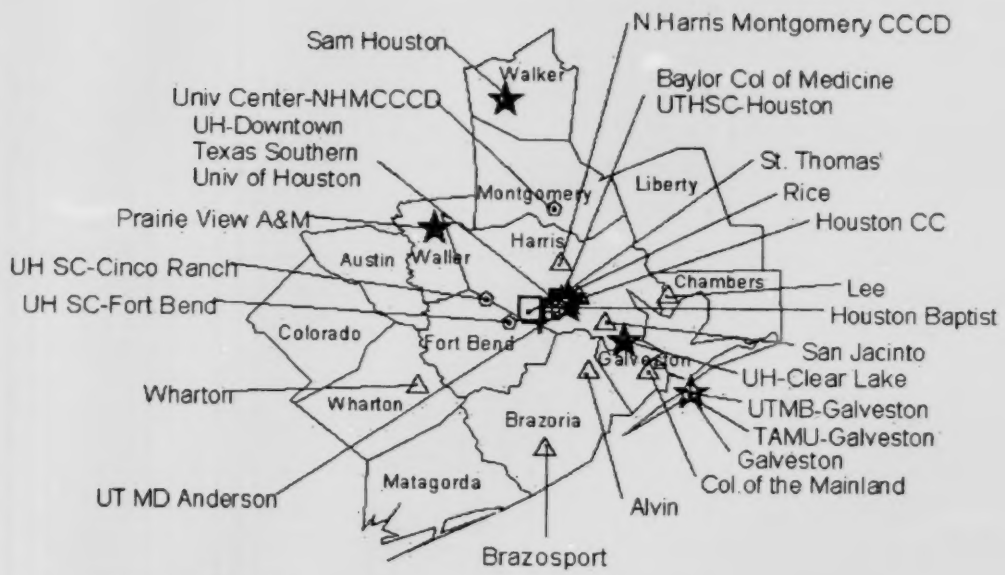
- The region offers degree opportunities to support the job growth.

Regional Summary

Given the size and scope of the three public universities in the region, there are a wide variety of programs from the bachelors to professional level offered within the region. However, because of the statewide mission and enrollment caps at The University of Texas at Austin and Texas A&M University, and the fast growth of Southwest Texas State University, attention should focus on the Round Rock Higher Education Center and the Tarleton State University-Central Texas in Killeen to accommodate regional increases in enrollments. Additional opportunities at the baccalaureate and master's level may be needed to serve students who are unable to travel for their education or unable to gain admission to the enrollment-capped universities in the region. Additionally, Southwest Texas State University may expand its range of programs within and beyond the main campus to enroll students from the Austin and San Antonio areas. There are also opportunities at the local community and technical colleges for students to receive academic, technical, and adult basic education.

The high educational attainment of the region's population encourages economic development. In turn, the economic development provides partnership opportunities for the institutions.

Gulf Coast



★ **Public Universities**
△ **Public Community & Technical Colleges**
□ **Independent Universities**
⊕ **Health-related Institutions**
⊙ **University System Center or Multi-institution Teaching Center** *

*Note: All extension centers and branch campuses are not shown.
Updated maps including these sites will be available in spring 2003.

Demographics

- The population of the Gulf Coast region is projected to increase by approximately 1.2 million people (21 percent growth) to 6.1 million people by 2015.
- The traditional 15-to-34 year-old college-age population is projected to increase by 16 percent in this region, from approximately 1.5 million people in 2000 to 1.75 million people by 2015. This is the second-largest numerical increase in this age group among the 10 regions, with only the South Texas region having a larger increase.
- The racial/ethnic mix of the age 15-to-34 population in the Gulf Coast region for 2000 was 41 percent White, 17 percent Black, and 36 percent Hispanic; projections for 2015 for the region are 34 percent White, 17 percent Black, and 44 percent Hispanic.
- The population in this region ranks third in the state regarding the number of adults (age 25 or older) with at least a high school diploma (76.2 percent), an associate degree or higher (31.1 percent), or a baccalaureate or higher (26.1 percent).

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Enrollment

- Although the percentage of the population participating in higher education from this region is average, the number of students participating in higher education from this region is the largest in the state. There are 99,259 university students from the region with 60,715 students remaining in the region and 38,544 leaving the region for another Texas public university.
- In fall 2001, Texas residents accounted for 72,459 (91.0 percent) of the students at universities (non-resident students from other states or other countries accounted for 9 percent of the total university enrollment).
- The Gulf Coast region is home to more two-year college and university students than any other region.
- Several initiatives are in place to meet the increased demands for higher education in the region, including:
    - The University of Houston-Sugar Land (formerly the University of Houston-Fort Bend) and the University of Houston-Cinco Ranch (formerly the West Houston Institute) which offer programs from all University of Houston System institutions.
    - Courses continue to be provided at the North Houston Institute.
    - The University Center at North Harris-Montgomery County is a MITC in the Conroe area.
    - Construction is under way for the new North Harris Montgomery Community College District Cy-Fair College campus, which will begin offering classes in August 2003. In the meantime, classes are being offered in Fairbanks Center (a satellite location) and other facilities in the Cy-Fair area.
- If enrollment targets for the region are met, approximately 105,000 additional students will be enrolled in higher education in the region by 2015.
    - Projected university space needs through 2015 for this region indicate a 2.4 million square-foot deficit to accommodate an additional 23,800 students.
    - Through 2015, a projected 1,629 more faculty members will be needed at the university level, and 4,046 faculty at the two-year college level (the highest two-year college faculty needs in the state).

Educational Opportunities

- The Gulf Coast region has seven public universities, nine public two-year colleges, three independent colleges, four public or independent health science centers, and three MITC/USCs, for a total of 26 higher education institutions.
- There are very few high-demand programs that are not available in the Gulf Coast region. At the bachelors level, operations research is not currently offered.
- Agriculture/agriculture sciences and occupational therapy at the master's level are high-demand programs which are not available. (Planning authority has been given for occupational therapy at UTMB-Galveston.)
- Sociology is not offered at the doctoral level, but planning authority has been given the University of Houston and the University of Houston-Clear Lake.

Employment

All data included in this section is from the Texas Comptroller of Public Accounts (Comptroller's) Texas Regional Outlook Reports, released July 2002.

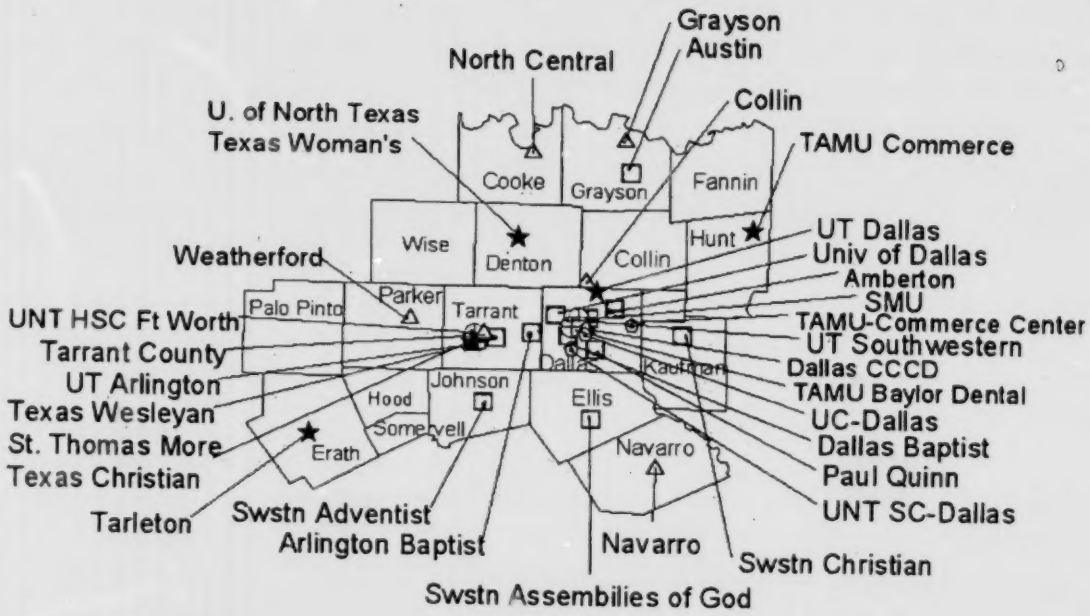
- Through 2005, employment in the region should grow at a 1.6 percent annual rate, the same rate forecast for Texas.
- Fueling strong growth will be services provided to business, including personnel supply services, management and public relations, building services and miscellaneous business services.
- Overall, the profile of industries in the Gulf Coast region is varied, showing a certain level of diversification in the local economy but still heavily slanted toward the oil and gas industry.
- Computer scientists, mathematicians and operations researchers represent the occupation field with the largest growth, followed by managerial and administrative, food preparation, clerical, protective services, and teachers. Many of these occupations rely on a well-trained, highly educated work force.
- The fastest growing occupations include computer scientists and health diagnosing workers, followed by health service workers, life scientists, health technicians and technologists, teachers, librarians, counselors, information clerks, numerical control machine operators, communication workers and other professional workers.

Regional Summary

The 77th Texas Legislature appropriated $50 million to strengthen both Prairie View A&M University (Prairie View) and Texas Southern University (TSU) by developing facilities and new programs. Many of the new programs are still in the development stages. The programs at Prairie View include a baccalaureate degree program in construction science; master's degree programs in electrical engineering, computer science, architecture and information systems; and doctoral degree programs in electrical engineering, education leadership and juvenile forensic psychology. The programs at TSU include a bachelor's degree program in computer engineering technology; master's degree programs in urban planning and environmental policy, health care administration, computer science, biomedical and pharmaceutical sciences, management information systems and administration of justice; and doctoral degree programs in urban planning and environmental policy and administration of justice.

The Gulf Coast already has established new access points with the addition of MITCs and USCs. With the large number of institutions in the region and the differences in student demand across institutions, there appears in the near term to be some potential for the shared use of facilities among the region's institutions. The community colleges in this region are targeting an increase of over 80,000 students and may need help providing facilities with or without implementing new methods of program delivery.

Metroplex



- ★ **Public Universities**
- △ **Public Community & Technical Colleges**
- □ **Independent Universities**
- ⊕ **Health-related Institutions**
- ⊛ **University System Center or Multi-Institution Teaching Center ***

*Note: All extension centers and branch campuses are not shown.
Updated maps including these sites will be available in spring 2003.

Demographics

- The population of the Metroplex region is projected to increase by approximately 1.6 million people (23 percent) to 7.1 million people by 2015, making it the fastest growing region of the state. This increase is almost twice as high as the 13 percent projected increase in the age 15-to-34 age group.
- Of the 10 regions, the Metroplex has the largest 15-to-34 population and total population. It will remain the most populated region through 2015.
- Currently, the racial/ethnic mix of the age 15-to-34 population in the Metroplex region is 53 percent White, 14 percent Black, and 28 percent Hispanic. With approximately a 1,800-person increase in the White 15-to-34 population and almost a 193,300-person increase in the Hispanic 15-to-34 population, the racial/ethnic mix is projected change to 46 percent White, 15 percent Black, and 34 percent Hispanic by 2015.
- The Metroplex has the second highest educational attainment level, behind Central Texas, as represented by the percent of the population over 25 that has completed high school (79.8 percent); an associate's degree or higher (33.4 percent); or a baccalaureate degree or higher (27.8 percent).

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- The region may be expanded to include students from the Oklahoma border area (Hugo and Durant) which would add a population that totaled 6,149 15-to-34 year olds in 2000.

Enrollment

- In fall 2001, 188,478 students from the region were enrolled in public higher education in the Metroplex. Community colleges enrolled 53.6 percent of the students; universities and health-related institutions, 46.4 percent.
- In fall 2001, Texas residents accounted for 74,024 (86.7 percent) of the students in universities. (non-residents from other states or other countries accounted for 13.3 percent of the total enrollment).
- Only 3.4 percent of people from the region participate in higher education—lower than the state average of 3.9 percent. Of the 87,500 students from the region enrolled in universities, 56,500 (64.6 percent) remain in the region. At the two-year college level, 94,200 of the 101,000 students remain in the Metroplex region (93.3 percent).
- If institutions in the region meet the enrollment targets they set for the *Closing the Gaps by 2015* plan, the region will have the largest enrollment growth of any region (114,000 students). If they achieve these targets:
    - Projected space needs through 2015 at the university level for this region indicate a 4.3 million square-foot deficit to accommodate an additional 50,626 students.
    - An additional increase of 3,150 faculty members will be needed at the university level, and 3,545 faculty at the two-year college level throughout this region by 2015.

Educational Opportunities

- The Metroplex region has six public universities, seven public two-year college districts, 12 independent colleges, two public health-related institutions, and three MITC/USCs, for a total of 30 higher education institutions – more than any other region.
- At the bachelor's, master's, and doctoral levels, the institutions in the region offer a broad range of programs. Institutions in the Metroplex currently offer or have planning authority for most of the high-demand programs.
- Programs not available in the Metroplex include biological and physical sciences and chemical engineering at the bachelor's level. At the master's level, the programs not offered include agriculture sciences, and chemical engineering, general engineering, and petroleum engineering. The only doctoral-level program not offered from the high-demand program list is chemical engineering.

Employment

All data included in this section is from the Texas Comptroller of Public Accounts (Comptroller's) Texas Regional Outlook Reports, released September 2002.

- The importance of future training and education is evident. It is led by the need for additional computer scientists, followed closely by health care diagnosticians, life scientists, health service workers, teachers, librarians and counselors, health

technicians and technologists, health assessment technicians, social scientists, and other professional workers.

- Of the top 25 occupations expected to grow the fastest during the next five years, 12 will require some advanced training beyond high school, and most of these will require either an associate's degree, a bachelor's degree, or other advanced degrees.

Regional Summary

Overall, the Metroplex is well-served by the volume of high-demand programs offered. Space is available at some of the existing universities. Additional access is afforded by the Downtown Center and the University of North Texas System Center at Dallas. Dallas County Community College reported dramatic enrollment increases from 2001 through 2002. As with community colleges in other regions, the community college district's current facilities may be inadequate to handle future enrollment increases. Multi-institutional partnerships have contributed, and will continue to contribute, to the educational opportunities within the region.

South Texas

- ★ **Public Universities**
- △ **Public Community & Technical Colleges**
- □ **Independent Universities**
- ⊕ **Health-related Institutions**
- ⊙ **University System Center or Multi-Institution Teaching Center ***

*Note: All extension centers and branch campuses are not shown.
Updated maps including these sites will be available in spring 2003.

Demographics

- The population of South Texas is projected to increase by one million people (21 percent) to 4.9 million people by 2015.
- The South Texas region is projected to be the fastest growing region, as measured numerically, in the 15-to-34 year-old age group (increasing by 307,600 people to a 1.45 million population). In addition, this region is among the top three regions in total population growth.
- The 15-to-34 Hispanic population in the region will total almost 1.1 million by 2015.
- South Texas - South is the fastest growing area of the state, with an expected 36 percent growth. It comprises 55 percent the region's population.
- Educational attainment of the region's population is low. The percent of the population with at least a high school diploma is the second lowest in the state, at 68 percent, only above the Upper Rio Grande at 65.6 percent. If South Texas - South is considered separately, it has the lowest educational attainment level in the state – only 58.6 percent of the population has a high school diploma, GED, or above.

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- The region may be expanded to include students from the Mexico border area (cities of Acuna, Nuevo Laredo, Matamoras, Piedras Negras, Reynosa, Rio Bravo), which would add a population that totaled 579,437 15-to-34 year olds in 2000.

Enrollment

- In fall 2001, there were 161,550 students from the region enrolled in public higher education in South Texas. Of those, 87,668 were enrolled at the public two-year level. Forty-eight percent of the enrollments were in South Texas - South.
- In fall 2001, Texas residents accounted for 53,991 (95.3 percent) of university enrollment (non-resident students from other states or other countries accounted for 4.7 percent of the total).
- Approximately 4.2 percent of the region's residents participate in higher education, higher than the public statewide participation level of 3.9 percent. There is a large variation in participation rates between South Texas - North (4.8 percent) and - South (3.6 percent), however.
- If institutions in the region meet the enrollment targets they set for the *Closing the Gaps by 2015* plan, the region will have the largest university enrollment growth of any region and more than the combined growth of seven of the other regions. Growth at the two-year college level would be the third largest among the regions if they achieve these targets:
    - Projected space needs through 2015 at the university level for this region indicate a 3.2 million square-foot deficit to accommodate an additional 56,950 students.
    - An additional 2,815 faculty members will be needed at the university level and 1,251 faculty members will be needed at the two-year college level by 2015.

Educational Opportunities

- The South Texas region has eight public universities, nine public two-year colleges, six independent colleges, one public health science center, and one MITC/USC, for a total of 25 higher education institutions. All of the major cities in the region have access to a college or university.
- South Texas has a large array of programs offered at the associate's and bachelor's level.
- At the bachelor's degree level, unavailable high-demand programs include advertising, construction/building technology, industrial sales, microbiology/bacteriology, operations research, and radio and television broadcasting.
- Master's-level high-demand programs not offered include business marketing and marketing management, agriculture education, educational psychology, general education, general engineering, library science, and physics.
- Very few of the high-demand doctoral programs are available in South Texas. Not available are biology, chemistry, curriculum and instruction, educational psychology, chemical, civil, and mechanical engineering, history, music, physics, clinical psychology, counseling psychology, and sociology degree programs.

Employment

All data included in this section is from the Texas Comptroller of Public Accounts (Comptroller's) Texas Regional Outlook Reports, released in June and July 2002. The South Texas region is a combination of the Comptroller's Alamo, Coastal Bend, and South Texas Border Regions.

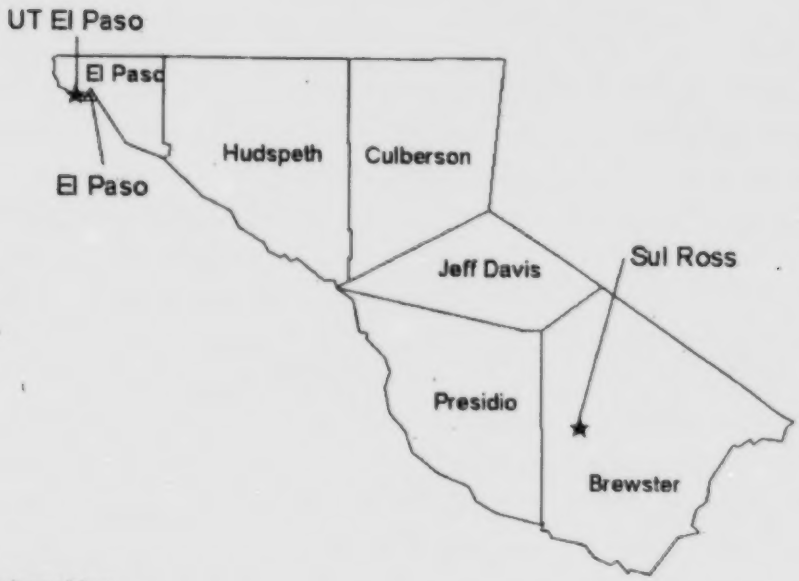
- The fastest growing jobs in the Alamo region (South Texas-North) are projected to be among computer scientists, followed by skilled machine operators, health service workers, health diagnosing workers, teachers, librarians, counselors, health technicians and technologists, health assessment and treating workers, life scientists and other professional workers. More job growth is anticipated in clerical, managerial and administrative, computer scientists/mathematicians/operations researchers, food preparation, and protective services.
- Border area (South Texas-South) job growth is anticipated in clerical, managerial and administrative, food preparation, protective services, and health care positions, as well as in jobs involving transportation trade with Mexico. The fastest-growing occupations include computer scientists, health service workers, engineers, health technicians, information clerks, health-assessment workers, life scientists, social scientist, architects, engineering and scientific technicians, and physical scientists, as well as teachers.
- In the Coastal Bend area (South Texas-South), the fastest growing occupations are led by a need for computer scientists followed by health service workers, engineers, health technicians, information clerks, health assessment workers, managerial and administrative workers as well as teachers. Nine of the top 25 occupations expected to grow the fastest during the next five years will require some advanced training beyond high school, and most of these will require either an associate's degree, a bachelor's degree or other advanced degrees.

Regional Summary

Most of the South Texas population is in the 15-to-34 age group, offering access to a large number of potential students. Unfortunately, this region has an extremely low high school educational attainment rate among the adult (25 plus) population. Collaborations between higher education and public education should be expanded to encourage more students to graduate from high school and continue into higher education. The rapid growth in the region will put pressure on many occupations, such as health care and teaching, to add qualified employees. Institutions in the region should ensure that programs are in place to supply those workers.

Considering the large number of institutions in the region and the large and quickly growing population, degree programs should be reviewed to determine needs and student interest. The institutions in South Texas should work together to review the needs and student interest in these programs. Because a large number of high-demand programs are not available, priorities must be set for the development of those most needed. Multi-institutional partnerships have contributed, and will continue to contribute, to the educational opportunities within the region.

Upper Rio Grande



★ **Public Universities**
△ **Public Community & Technical Colleges**
□ **Independent Universities**
Φ **Health-related Institutions**
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*Note: All extension centers and branch campuses are not shown.
Updated maps including these sites will be available in spring 2003.

Demographics

- The population of the Upper Rio Grande region is projected to increase by approximately 21 percent to 893,572 people by 2015. The increase in the age 15-to-34 population is similar, at 22 percent (or 274,883 people—by 2015). This is the highest percent increase in the state for this age group, although not the greatest increase numerically.
- Currently, the racial/ethnic mix of the age 15-to-34 population in the Upper Rio Grande region is 14 percent White, 3 percent Black, and 81 percent Hispanic. The racial/ethnic mix of the age 15-to-34 population in the Upper Rio Grande region projected for 2015 is 9 percent White, 3 percent Black, and 86 percent Hispanic.
- Educational attainment is generally low. Only 65.6 percent of the region's adult (age 25 or older) population has a high school diploma or GED; 21.7 percent have an associate's higher degree (5th of 10 regions) and 16.7 percent have a baccalaureate or higher degree (tied for 7th of 10 regions).
- The region may be expanded to include students from the New Mexico (Las Cruces) and Mexico (Juarez) border areas, which reported 479,996 15-to-34 year olds in 2000.

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Enrollment

- Of the 10 regions of the state, the Upper Rio Grande region leads in the percentage of students remaining within the region for their education. Of the 16,618 students from the region attending a university, 13,564 students (81.6 percent) remain in the region; of the 16,763 two-year college students, 16,413 remain in the region (97.9 percent). The region also leads the state with a 4.7 percent higher education participation rate.
- In fall 2001, Texas residents accounted for 15,481 (85 percent) of the students at universities (non-resident students from other states or other countries accounted for 15 percent of the total).
- Targeted enrollment growth for the region is over 10,000 additional students, with 76 percent of the targeted growth at the university level.
    - Through 2015, projections indicate a 782,647 square-foot deficit to accommodate an additional 8,000 students at the university level.
    - An additional 468 faculty members will be needed at the university level, and 164 faculty members at the two-year college level, by 2015.

Educational Opportunities

- The Upper Rio Grande region has two public universities, one public two-year college, and no independent colleges, public or independent health science centers, or MITC/USCs, for a total of three higher education institutions (the lowest number in the state).
- The University of Texas at El Paso in the Upper Rio Grande region offers several specialized programs which are not considered high-demand but add to the region's offerings, particularly at the doctoral level. For instance, UT-El Paso offers doctorates in pathobiology, environmental engineering, and community psychology.
- Program offerings in the Upper Rio Grande are the smallest among the five high-growth regions, primarily because of the small number of institutions in the region and because of the relatively low population.

Employment

All data included in this section is from the Texas Comptroller of Public Accounts (Comptroller's) Texas Regional Outlook Reports, released July 2002.

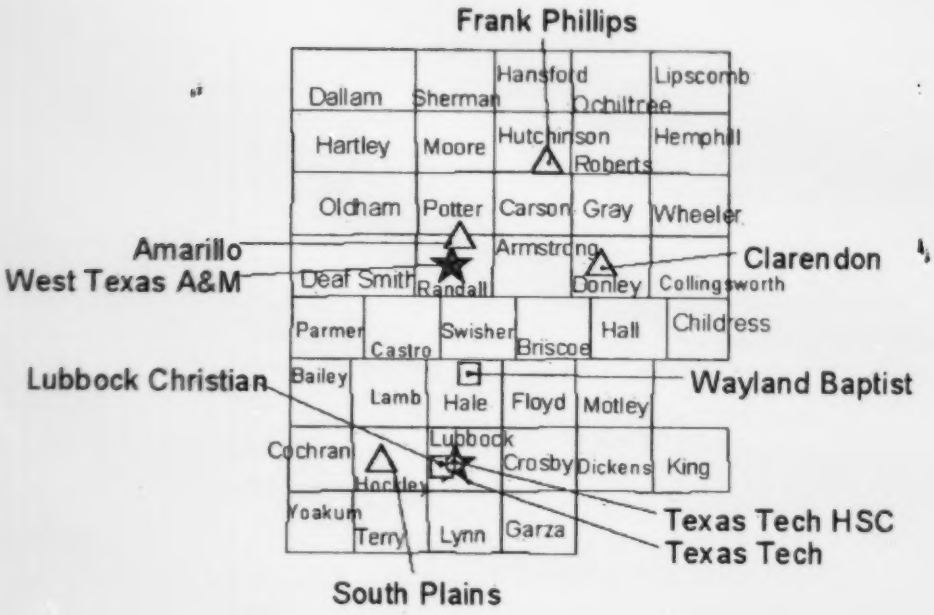
- A growing number of jobs related to trade facilitation is the region's greatest emerging strength.
- The region reports good growth in computer and data processing, in engineering services, and in research and testing services.
- The fastest growing jobs require training beyond high school. Most require an associate's, bachelor's, or higher degree and are projected to be computer scientists, health diagnosing and health service workers, and includes health assessment workers, health technicians, life scientists, social scientists, other technicians as well as teachers, librarians and counselors.
- The occupations projected to increase the greatest number by 2005 include protective services, clerical and other support services, computer scientists, managerial and administrative, and teaching.

Regional Summary

Educational attainment levels among its adult population (over 25) are low. To change this over time, it is important to continue to emphasize P-16 collaborations to encourage and mentor students to complete high school and continue into college. Adult education efforts remain critical as in all regions where high school attainment levels are low. New and continued partnerships among institutions within and beyond the region will contribute educational opportunities to residents of the region.

The distance between El Paso (where the majority of the regional population lives) and the rest of the state and the fact that so many students remain in the region to attend college make it essential that program offerings support the needs of the region. Investment in education will be critical in changing the relatively under-educated population and weak economy of the region.

High Plains



- ★ **Public Universities**
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- □ **Independent Universities**
- ⊕ **Health-related Institutions**
- ⊛ **University System Center or Multi-Institution Teaching Center ***

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Updated maps including these sites will be available in spring 2003.

Demographics

- In 2000, almost 781,000 people lived in the High Plains region. Of these, 232,319 were in the 15-to-34 age group. Both the total population and age 15-to-34 population are projected to increase by a moderate 11-12 percent by 2015.
- Currently, the racial/ethnic mix of the age 15-to-34 population in the High Plains region is 59 percent White, 6 percent Black, and 33 percent Hispanic. The racial/ethnic mix of the age 15-to-34 population in the High Plains Region is projected for 2015 to be 51 percent White, 7 percent Black, and 41 percent Hispanic.
- Seventy-five percent of the population has at least a high school diploma, while 24.1 percent has an associate's or higher degree and 18.8 percent has a baccalaureate degree or higher.
- The region may be expanded to include students from the Oklahoma (Guymon) and New Mexico (Clovis, Portales) border areas, which reported a population of 16,757 15-to-34 year olds in 2000.

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Enrollment

- Higher education participation within the region (4.3 percent) is slightly above the state average (3.9 percent). Approximately 79 percent (13,178) of the university students from the region remain in the region, and 96 percent (16,304) of the two-year college students remain in the region.
- In fall 2001, Texas residents accounted for 28,499 (88.8 percent) of the students at universities (non-residents from other states or other countries accounted for 11.2 percent of the total enrollment).
- Fall 2001 minority enrollment in the region is very low, with only 17 percent of the enrollment Hispanic, compared to 25 percent statewide. Black enrollment was only 4 percent regionally and 11 percent statewide.
- Targeted enrollment growth for the regions is relatively low with an increase of 14,700 students. Eighty-five percent of the growth is targeted at the university level.
    - Universities in the High Plains currently have a small space surplus. With the targeted growth, however, a space deficit will grow to 1.2 million square feet.
    - Additional faculty members will also be needed. To maintain the current student/faculty ratio, universities will need to add 953 faculty members and community colleges will need 113 more faculty members.

Educational Opportunities

- The High Plains region has two public universities, four public two-year colleges, two independent colleges, one public or independent health science center, and no MITC/USCs, for a total of nine higher education institutions.
- Overall the region has a good range of program offerings at the baccalaureate and master's levels.

Employment

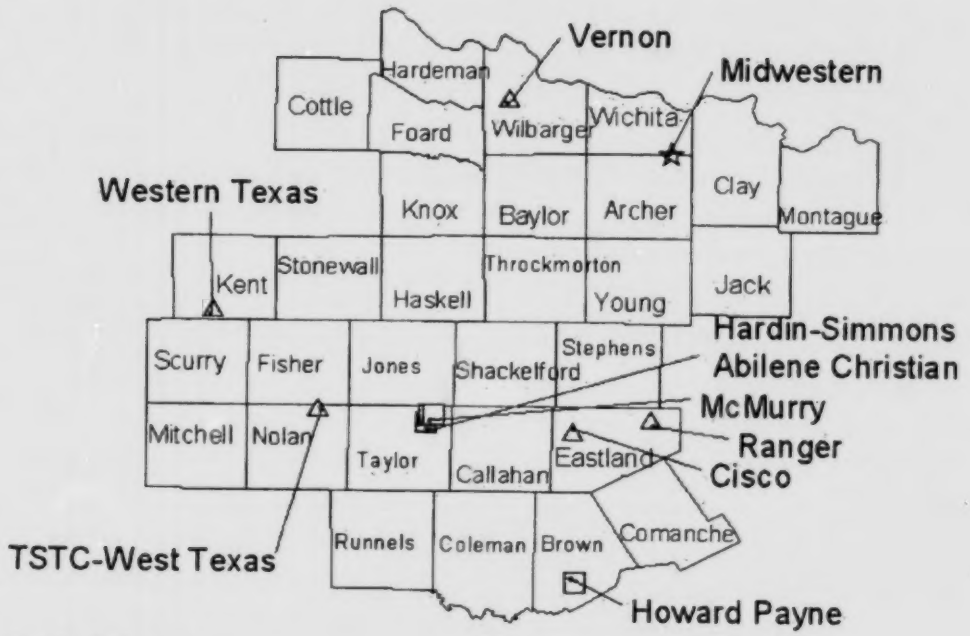
All data included in this section is from the Texas Comptroller of Public Accounts (Comptroller's) Texas Regional Outlook Reports, released July 2002.

- The occupations expected to add the most positions are anticipated in the areas of managerial and administration, clerical, food preparation, motor vehicle operators, computer scientists/mathematicians/scientists, and protective services.
- The fastest percentage growth is led by the need for additional communication equipment personnel, computer scientists, lawyers, engineers, engineering and scientific technicians, health care diagnosticians, workers, information clerks, and other professional workers.

Regional Summary

There are adequate education opportunities in this region, due in part to several initiatives. For example, additional opportunities were created in the 2001-2002 academic year, when Texas Tech University and South Plains College jointly sponsored the Gateway Program to promote access to higher education. Multi-institutional partnerships have contributed, and will continue to contribute, to the educational opportunities within the region.

Northwest Texas



- ★ **Public Universities**
- △ **Public Community & Technical Colleges**
- □ **Independent Universities**
- ⊕ **Health-related Institutions**
- ⊙ **University System Center or Multi-Institution Teaching Center ***

*Note: All extension centers and branch campuses are not shown.
Updated maps including these sites will be available in spring 2003.

Demographics

- The Northwest region is among the least populated of the 10 regions, with 549,267 people reported living in the area in 2000 and 583,305 people projected by 2015. The region has the state's lowest projected population growth rate (6 percent). The age 15-to-34 population is projected to increase by 9 percent (also the state's lowest), to 167,647 people by 2015.
- Currently, the racial/ethnic mix of the age 15-to-34 population in the Northwest Texas region is 70 percent White, 8 percent Black, and 20 percent Hispanic. The racial/ethnic mix of the age 15-to-34 population in the Northwest Texas region is projected to be 64 percent White, 9 percent Black, and 25 percent Hispanic by 2015.
- Approximately 76.1 percent of the population has a high school diploma, 21.4 percent has an associate's or higher degree (compared to a state average of 28.5 percent), and 16.7 percent has a bachelor's or higher degree (compared to a state average of 23.2 percent).

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- The region may be expanded to include students from the Oklahoma border area (Ardmore, Frederick, Altus), which reported a population of 13,229 15-to-34 year olds in 2000.

Enrollment

- Of the 10 regions, the Northwest region has the second-highest percentage (62.6 percent) of university students enrolled outside the region. The Northwest region ties with the Southeast region, at 14.1 percent, in the highest percentage of students enrolled in two-year colleges outside of the region.
- Total public higher education enrollment in the region is 18,337 students (10,207 in a university and 8,130 in a two-year college), with approximately 7,536 students enrolling outside the region. The region's 3.3 percent higher education participation rate is the lowest among the regions; the state average is 3.9 percent.
- In fall 2001, Texas residents accounted for 5,273 (94.1 percent) of the students at universities (non-resident students from other states or other countries accounted for 5.9 percent of the total enrollment).
- This region has the smallest targeted enrollment increase, based on having the smallest projected population increase in the state.
- Projected space needs through 2015 at the university level for this region indicate a moderate 230,000 square-foot deficit to accommodate an additional 3,100 students.

Educational Opportunities

- The Northwest region has one public university, five public two-year colleges, four independent colleges, no public or independent health science centers and no MITC/USCs, for a total of 10 higher education institutions.
- There are limited program opportunities at the bachelor's and master's levels within the region since there is only one public university. That institution should review the high-demand programs and student interest to see if any of these programs may be needed.

Employment

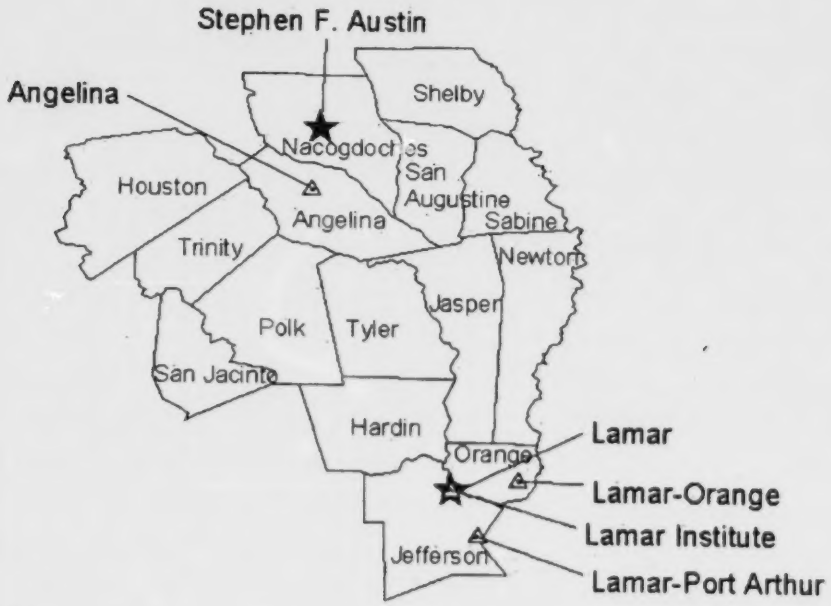
All data included in this section is from the Texas Comptroller of Public Accounts (Comptroller's) Texas Regional Outlook Reports, released July 2002.

- Some areas of high tech, like aerospace, have seen some job losses. Other parts of high tech, in particular computer programming and data processing, have been consistent sources of job growth.
- Job categories expected to grow at the fastest rates include computer scientists and communication equipment workers, health service workers, teachers, librarians, counselors, lawyers, health diagnosing workers, other technicians, information clerks, health technicians and health assessment workers.
- The occupations expected to add the most positions are managerial and administrative, clerical, teaching, and computer scientists/mathematicians/operations researchers.

Regional Summary

Despite the low population and enrollment growth expected in the region, community colleges may require state assistance for facilities. The community colleges in the region are hampered by low assessed valuations in many of their districts. Multi-institutional partnerships are one approach to expanding the educational opportunities and facility usage efficiencies within the region.

Southeast Texas



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*Note: All extension centers and branch campuses are not shown.
Updated maps including these sites will be available in spring 2003.

Demographics

- The population of the Southeast Texas region is projected to increase at one of the slowest rates in the state—8 percent, or 64,743 people, to 805,695 people by 2015.
- Another relatively slow increase is the forecasted 12 percent increase in the age 15-to-34 population for this region (from 202,035 people in 2000 to 229,394 age 15-to-34 people by 2015).
- The racial/ethnic mix of the age 15-to-34 population in the Southeast Texas Region for 2015 is projected to be 57 percent White, 25 percent Black, and 16 percent Hispanic, giving the region one of the highest proportions of Whites and Blacks and among the lowest proportion of Hispanics in its population.
- The percent of adults with a high school diploma or GED (75.2 percent) approximates the state average (75.7 percent); unfortunately, the region ranks lowest in the state in adults with an associate degree or higher (18.4 percent) or a baccalaureate or higher (13.9 percent).
- The region may be expanded to include students from the Louisiana border area (Shreveport and Bossier City), which reported a population of 74,554 15-to-34 year olds in 2000.

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Enrollment

- Approximately two-thirds (67.3 percent, or 10,436 students) of the region's university students are enrolled within the region. The Southeast region ties with the Northwest region for the highest percentage of local students attending two-year colleges outside of the region (14.1 percent).
- In fall 2001, Texas residents accounted for 19,679 (96 percent) of the students at universities (non-residents from other states or other countries accounted for 5.9 percent of the total enrollment).
- Targeted enrollment for the region matches the population growth as the second lowest at only 5,571, with 59 percent of the growth in the two-year sector.
- Faculty and facility space needs through 2015 project modest increases.

Educational Opportunities

- The Southeast Texas region has two public universities, four public two-year colleges, and no independent colleges, public or independent health science centers, or MITC/USCs, for a total of six higher education institutions.
- The region provides a wide range of high-demand programs at the baccalaureate level. Program offerings at the master's level are more limited, but planning authority is approved in many areas.
- Panola College, located in Panola County just north of Shelby County, will soon be offering classes in its new Shelby Regional Training Center. A joint project of Panola College, the City of Center, Shelby County, Center Economic Development Corporation, and Center and Shelby Independent School Districts, the $2.25 million facility will began offering an industrial technology program in fall 2002.

Employment

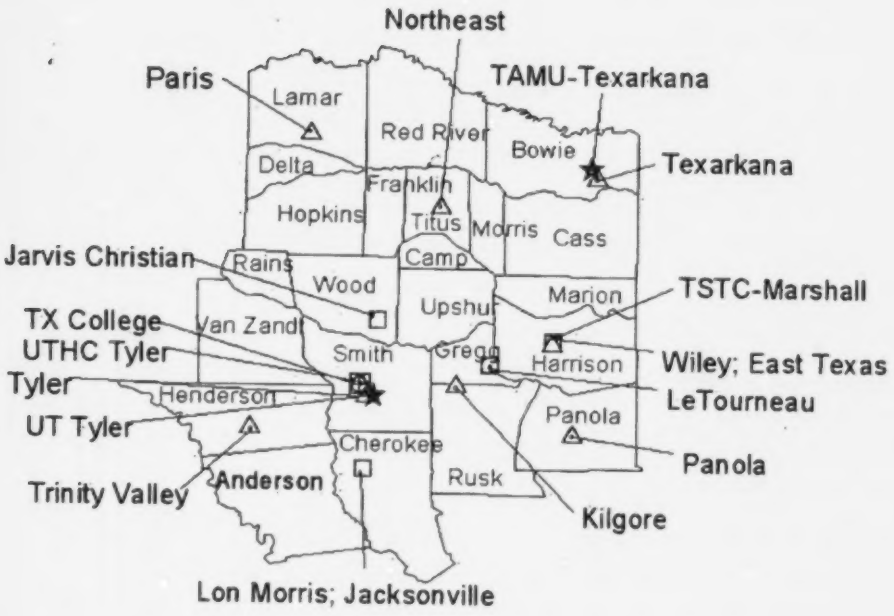
All data included in this section is from the Texas Comptroller of Public Accounts (Comptroller's) Texas Regional Outlook Reports, released May 2002.

- The fastest growing jobs are projected to be among computer scientists, communication equipment personnel, lawyers, life scientists, health care diagnosticians, general technicians, information clerks, engineers, and other professional workers.
- The largest number of new positions are expected in the managerial and administrative, clerical, construction trades, protective services, and computer science/mathematicians/operations researcher occupations.

Regional Summary

The institutions of higher education in this region appear to be meeting the needs of the region. Institutions in the region should review the need for high-demand programs for which planning authority has already been granted to see if there is sufficient student demand to begin implementation of the program. Multi-institutional partnerships have may expand the educational opportunities within the region.

Upper East Texas



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Updated maps including these sites will be available in spring 2003.

Demographics

- The Upper East Texas region expects a 9 percent increase in overall population to 1.1 million people by 2015. The region included 264,770 residents in the 15-to-34 age group in 2000, a figure anticipated to increase by 11 percent to 297,918 by 2015.
- The 2015 racial/ethnic mix of the age 15-to-34 population in the Upper East Texas Region is projected to be 62 percent White, 19 percent Black, and 17 percent Hispanic (the second-highest percent of Whites and Blacks in the state).
- Among adults 25 or older, 75.1 percent have a high school diploma, 20.8 percent have an associate's degree, and 15.3 percent have a baccalaureate degree.
- The region may be expanded to include students from the Oklahoma (Idabel) and Louisiana (Texarkana) border areas, which reported a population of 9,345 15-to-34 year olds in 2000.

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Enrollment

- Enrollments have been steady or declining since 1992, and are expected to continue on that path through 2015.
- The higher education participation rate is 3.6 percent, slightly below the state average of 3.9 percent. The region has the highest percentage of students attending universities outside of the region (71.6 percent) and a below state-average number of students attending two-year colleges (4.1 percent, compared to 5.3 percent state average). Only 1.4 percent of the region's population is enrolled in universities—the lowest university participation rate in the state. This region did not have a full four-year university available to students, without enrollment caps, until the fall of 2002.
- In fall 2001, Texas residents accounted for 4,479 (90.5 percent) of the students at universities (non-residents from other states or other countries accounted for 9.5 percent of the total enrollment).
- The region's targeted enrollment of 12,838 students is relatively high when compared to recent enrollment trends. Approximately one-half of the enrollment target is expected at the two-year level.
    - Projected space needs through 2015 at the university level for this region indicate a 1.55 million square-foot deficit to accommodate an additional 6,550 targeted students.
    - An increase of 480 faculty members will be needed at the university level and 360 faculty members will be needed at the two-year college level by 2015.

Educational Opportunities

- The Upper East Texas region has one public university, one public upper-level university, eight public two-year colleges, seven independent colleges, and no public or independent health science centers or MITC/USCs, for a total of 17 higher education institutions.
- Although The University of Texas Health Science Center at Tyler is in the region, the facility primarily conducts research and does not enroll students.
- The region includes the state's only independent two-year, lower-division colleges and three of the state's six independent historically Black universities.
- There are many programs in the high-demand degrees that are not offered in the region at either the baccalaureate or master's degree level.
- Several local programs are in place to encourage participation in higher education. For example, "Expanding Your Horizons" is an annual conference of career workshops for young women in middle school. The program, focusing on science, math, engineering, and technology topics, reported a record of more than 750 students attending its February 2002 conference.

Employment

All data included in this section is from the Texas Comptroller of Public Accounts (Comptroller's) Texas Regional Outlook Reports, released July 2002.

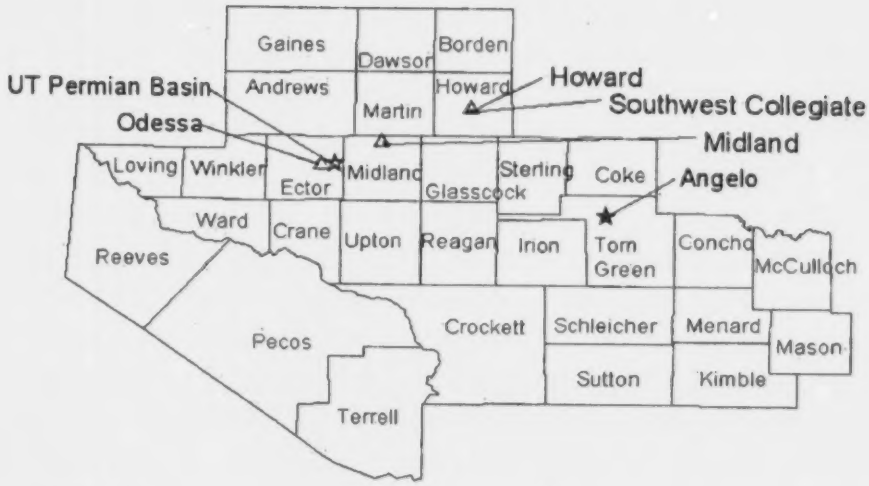
- The fastest growing occupational titles are projected to be computer scientists, followed by health service workers, skilled machine operators, health diagnosing workers, teachers, librarians, counselors, health technicians and technologists, health assessment and treating workers, information clerks, and life scientists.

- The largest growth is expected in food preparation, managerial and administrative, clerical, teaching, personal service, and computer science/mathematician/operation researcher positions.

Regional Summary

The institutions in the region should review the high-demand programs currently not available to see if there are programs that should be considered for implementation. Additional programs, including those provided by multi-institutional partnerships, will contribute to the educational opportunities within the region and may reverse the region's low student participation rate at universities.

West Texas



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Updated maps including these sites will be available in spring 2003.

Demographics

- The population of the West Texas region is projected to increase at a moderate 10 percent, from 524,884 people in 2000 to 582,752 people in 2015. The increase in the age 15-to-34 population is slightly greater (13 percent), reflecting a projected increase from 146,016 people in 2000 to 168,245 people by 2015. In 2000, the West Texas region was the least-populated region of the state, and is projected to remain through 2015.
- The racial/ethnic mix of the age 15-to-34 population in the West Texas region is projected for 2015 to be 42 percent White, 5 percent Black, and 52 percent Hispanic.
- Educational attainment ranks among the three lowest regions. Approximately 71.2 percent of adults in the region have a high school diploma or equivalent, 21.3 percent have an associate's or higher degree, and 16.4 percent have a baccalaureate or higher degree.
- The region may be expanded to include students from the New Mexico border area (Hobbs), which reported a population of 8,267 15-to-34 year olds in 2000.

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Enrollment

- Total higher education enrollment of students from the region is 23,088 students, with 11,146 of them enrolled in universities. Of the students attending a university, 51.9 percent or 5,785 students, do so within the region. Of the 11,942 two-year college students, 91.7 percent, or 10,955 students, remain within the region.
- Participation of residents from the region in both universities (2.1 percent) and two-year colleges (2.3 percent) is above the state average.
- In fall 2001, Texas residents accounted for 8,366 (96.5 percent) of the students at universities (non-residents from other states or other countries accounted for 3.5 percent of the total enrollment).
- The targeted enrollment for the West Texas region is a modest 6,700, with about 75 percent at the two-year level.
    - Through 2015, projections indicate a 154,691 square-foot deficit at universities to accommodate an additional 1,675 students.
    - Anticipated faculty needs are relatively low.

Educational Opportunities

- The West Texas region has two public universities, three public two-year colleges, and no independent colleges, public or independent health science centers, or MITC/USCs, for a total of 5 higher education institutions.
- There are many programs in the high-demand degrees that are not offered in the region at either the baccalaureate or master's degree level.

Employment

All data included in this section is from the Texas Comptroller of Public Accounts (Comptroller's) Texas Regional Outlook Reports, released May 2002.

- The fastest growing occupation titles in the region are computer scientists and communication equipment personnel, as well as process machine operators, lawyers, scientists, technicians, health care diagnosticians, information clerks, and other professional workers.
- Occupations with the largest expected growth include managerial and administrative, clerical support, motor vehicle operators, and computer science/mathematician/operation researcher positions.

Regional Summary

The institutions in the region should review the high-demand programs currently not available to see if there are programs that should be considered for implementation. Enrollment at the public universities in the region has remained steady since 1991. That trend is expected to continue. Multi-institutional partnerships will contribute to the educational opportunities available within the region.

Projected Resource Needs

Future enrollment growth will stress the resources of Texas higher education institutions. The state's higher education enrollments increased by more than 50,000 students (5 percent over the previous fall) in fall 2001, the greatest increase in more than 25 years. The Coordinating Board's new enrollment forecast, due January 2003, will reflect this trend and include updated enrollment projections through 2015.

Although student enrollment has increased at near-record levels in recent years,, the great need to increase high school graduation rates and student preparation for college remains. The number of high school dropouts is a problem that extends beyond public education and education in general; tremendous benefits to society are obtained through raising education at all levels. In response, a variety of partnerships have been established among higher education institutions, public school districts (P-12), businesses, and civic and other community organizations throughout the state. The higher education link with school districts to make a seamless P-16 educational experience is strengthening, but consideration of new approaches and programs continues to be necessary. Appendix A includes a table identifying educational attainment throughout the state, and reflects opportunities for improvement at all levels. The state's new *College for Texans* campaign, launched in November 2002, is an example of a program designed to encourage students to complete their high school education and continue on to college.

In addition to recruitment and participation efforts, institutions are also addressing the need to retain students through completion of their degree or certificate program. All of these efforts present the state with the formidable task of adequately serving the needs of students. While enrollment increases are good news, the time has come to anticipate the need for facilities, additional faculties, and to explore new ways to ensure efficient and effective use of existing resources. The Coordinating Board is committed to working with representatives of each institution, district, and system to maximize the utilization of public resources.

Targeted Enrollment. Public institutions submitted their enrollment targets for 2015 to the Coordinating Board in connection with the *Closing the Gaps* higher education plan. As expected, most (88 percent) of the targeted enrollment growth will be in the five high-growth population regions of the state. The tables in this section display the targeted growth provided by each institution in each region. Targeted enrollment figures represent enrollment targets provided by each institution, and should not be confused with forecasted enrollment.

At public community, technical, and state colleges, the targeted enrollment growth almost mirrors that of the population growth, with 91 percent of the targeted enrollment growth in the five high-growth regions. Of the five regions, the Upper Rio Grande is the one area where projected population growth falls below targeted enrollment growth; however, the projected population change is significant within this region.

Already, public community and technical colleges perform a key role in drawing Texas students into higher education, and the importance of their contributions will continue to increase as targeted enrollments are achieved. In the fall semester of 2001, more than

68 percent of the state's of first-time college students enrolled at a community or technical college (excluding concurrently enrolled high school students). This percentage is projected to be even greater for the 300,000 additional "nontraditional" students targeted by the *Closing the Gaps* plan, who may be older, low-income, and/or part-time students. Limitations on facilities and/or lack of available faculty to support larger growth requires additional study.

For public universities, the large enrollment growth regions match the high growth population regions, with the exception of Central Texas. Though Central Texas includes three public universities, a multi-institution teaching center (MITC), and a university system center (USC), space for additional students may be a limiting factor. Two of the public universities in Central Texas have reached their maximum enrollment and have instituted enrollment caps (The University of Texas at Austin and Texas A&M University). The third university, Southwest Texas State University, has not instituted an enrollment cap, although the campus operates at a significant space deficit. For these reasons, to best serve the needs of local students, there will be a need to focus efforts on the Round Rock Higher Education Center and the Tarleton State University – Central Texas in Killeen to offer regional students access to baccalaureate and above programs within the region.

Facilities. At the university level, projected statewide space needs through 2015 indicate a 15 million square-foot deficit to accommodate an additional 168,600 students. The current (2001) space deficit totals 2.0 million square-feet, with Central Texas representing one-half of the amount. Regions with the greatest projected space needs for their universities include the Metroplex (4.31 million square feet), South Texas (3.2 million square feet), and the Gulf Coast (2.4 million square feet). A slight space surplus currently exists in four regions of the state, implying some short-term opportunities exist for maximizing facility usage. However, all 10 regions are projected to reach space deficits by 2015.

Public University Projected Faculty and Space Needs Based on Institutional Targets for *Closing the Gaps*

Region	Enrollment		Faculty		Space Surplus/(Deficit)	
	2015 Target*	Increase from 2001	2015**	Increase from 2001	2015***	2001
Central Texas	121,900	3,149	8,135	210	(1,237,390)	(1,014,177)
Gulf Coast	103,460	23,794	7,083	1,629	(2.436.555)	(836,303)
High Plains	44,548	12,457	3,408	953	(1,152,524)	111,497
Metroplex	135,964	50,626	8,460	3,150	(4,305,781)	(89,647)
Northwest	9,050	3,090	490	167	(229,725)	17,932
South Texas	113,586	56,943	6,378	2,815	(3,167,001)	(139,362)
Southeast Texas	22,778	2,285	1,303	131	(14,788)	176,793
Upper East Texas	11,497	6,546	843	480	(1,545,569)	3,785
Upper Rio Grande	26,219	8,007	1,532	468	(782,647)	(206,616)
West Texas	10,340	1,675	541	88	(154,691)	(63,822)
Statewide	599,342	168,572	38,173	10,091	(15,026,671)	(2,039,920)
South Texas - South	78,148	44,125	4,590	2,168	(2,170,129)	63,503
South Texas - North	35,438	12,818	1,788	647	(996,872)	(202,865)

Notes: * Enrollments based on the institutional targets submitted for *Closing the Gaps*.
** Faculty increases are based on the current student/faculty ratios at the institutions and targeted enrollment submitted by the institutions.
*** Space surplus/deficits are calculated using the Coordinating Board space model and targeted enrollments submitted by the institutions and include space approved through FY 2002.

Texas' 50 community college districts receive state funding only for instructional costs, with local taxes providing revenue for facilities and other functions (the Texas State Technical College System and the three state colleges receive state-support for facilities). Many of the community college districts have inadequate tax bases to support state-of-the-art educational programs. At least 23 districts do not meet the statutory minimum standard (established in 1985) for establishing new community college districts, which requires a minimum assessed valuation of $2.5 billion and 15,000 scholastics, or students, enrolled in K-12. The financial situation is particularly difficult for rural college districts, limiting their ability to serve students who may be dispersed over a large area. Appendix F provides a summary of net assessed valuation by district.

Since facilities for public community colleges are locally funded, there is no existing systematic study of maintenance costs, capacity, and facility needs of these institutions. Moreover, the increasing availability of Internet courses and other forms of distance education means that adding enrollment will not always require the construction of new facilities. Nevertheless, colleges located in high growth regions of the state will certainly need to examine their current use of space and will most likely need to expand their

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classroom space to accommodate new students. The need is particularly acute in South Texas, where the rapidly expanding South Texas Community College is already struggling to find space for its existing student population. It is doubtful that local tax revenues will be sufficient to support the demand for increased capacity in the coming years.

Access to higher education is often limited by distance and cost considerations. Many Texas residents live outside of a community college taxing district, which means that they must pay much higher out-of-district tuition rates. In addition, there are large areas of the state, especially in West Texas, that lie outside of a 30-mile radius of a community college district. Several distance education programs are available to serve these students, but for many community college students—who tend to represent the first generation of their family to attend college, or who are often less prepared—there are considerations that make them less likely to be able to benefit from distance education.

Nontraditional students are often well served by the lower tuition rates, smaller classes, flexible schedules, and open admissions offered by community and technical colleges. For these reasons, maintaining and strengthening the viability of the public two-year colleges is expected to be a significant factor in achieving the goals of the *Closing the Gaps* plan. This will be particularly important in the three regions projected to experience the highest growth rates: South Texas, Gulf Coast, and Metroplex.

Public Two-Year Colleges Projected Faculty Needs Based on Institutional Targets from *Closing the Gaps*

Region	Enrollment		Faculty	
	2015 Target*	In Baccalaureate crease from 2001	2015**	Increase from 2001
Central Texas	86,437	22,492	4,499	1,171
Gulf Coast	192,400	80,804	9,634	4,046
High Plains	21,405	2,272	1,063	113
Metroplex	173,811	63,425	9,714	3,545
Northwest	10,440	1,685	718	116
South Texas	120,708	26,630	5,641	1,251
Southeast Texas	14,910	3,286	903	199
Upper East Texas	34,467	6,292	1,971	360
Upper Rio Grande	20,897	2,541	1,351	164
West Texas	17,306	5,041	1,070	312
Statewide	692,781	214,468	36,562	11,275
South Texas - South	56,135	11,830	2,269	478
South Texas – North	64,573	14,800	3,372	773

Notes: * Enrollments based on the institutional targets submitted for *Closing the Gaps*.
** Faculty increases are based on the current student/faculty ratios at the institutions and targeted enrollment submitted by the institutions.

Faculty. To maintain the current student/faculty ratio at institutions, an additional 10,091 faculty members will be needed at the university level and 11,275 faculty members will be needed at the two-year college level by 2015. All 10 regions are forecasted to need additional faculty, ranging to a high of 3,150 faculty members at one university, and a high of 4,046 faculty members at one two-year college. Three regions account for 77 percent of the total faculty needs by 2015: Metroplex (6,695), Central Texas (5,675), and the Gulf Coast (4,066).

A wave of retirements among faculty members who began their careers in the 1960s and 1970s is expected. Some faculty positions at two-year colleges are difficult to fill because of the nature of the teaching discipline or the location of the college. Rural colleges that are far from a university often face difficulty in recruiting qualified faculty members in general. Statewide, positions in computer science/technology, nursing, and mathematics are becoming more difficult to fill. The state may have to develop new strategies for training and retaining new faculty members to fill these gaps.

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Although the projected total faculty needs for universities and two-year colleges are similar, it is important to note the compounding effect that satisfying the projected faculty needs will have on the state's institutions. Those effects include additional demands on personnel departments; allocating office space to new and existing faculty; providing desks, computers and staff support; parking access; and the increased financial strain on department budgets, as well as payroll and benefit areas, among others.

As noted at the beginning of this document, it represents the first long-range plan for higher education. Beyond the observations and options presented in this plan, future topics may include forecasting degree program needs, economic growth through higher education, the relationship of degrees to anticipated workforce needs, the cost/benefits of educating non-resident students in Texas, or the extent of partnerships among institutions within or beyond regional boundaries.

Summary

If enrollment targets are meet:

- *The high-growth regions (South Texas, Metroplex, Gulf Coast, Central Texas, and Upper Rio Grande) are expected to have 88 percent of the enrollment growth to 2015.*
- *Of first-time college students, more than 68 percent are likely to enroll at two-year colleges.*
- *In high-growth regions, community colleges may need financial help to build facilities to accommodate more students.*
- *The Coordinating Board should work with universities and community college districts in identifying opportunities to increase effective and efficient utilization of existing facilities.*
- *The state is expected to have a space deficit of 15 million square feet, with 11.9 million square feet of that amount in the high-growth regions if universities continue to deliver services in the same manner.*
- *Community colleges are expected to need more than 11,000 additional faculty and universities will need more than 10,000 additional faculty members by 2015 if enrollment targets are achieved.*

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Summary

The state's population, particularly the age 15-to-34 group, is expected to increase significantly in the Central, Gulf Coast, Metroplex, South Texas, and Upper Rio Grande regions (representing 95 percent of the state's total growth and 88 percent of the 15-to-34 population growth). Three regions, the Metroplex, Gulf Coast, and South Texas regions, account for almost 80 percent of the targeted enrollment growth statewide.

If the state's public colleges and universities achieve the enrollment targets they reported in response to *Closing the Gaps by 2015*, enrollment growth will be greatest in the Metroplex, Gulf Coast, and South Texas regions at both the university and two-year colleges. Several continuously changing factors affect the delivery of higher education in each region of the state, and these factors are predicted to change at different rates through 2015.

- In high growth regions, community colleges may require new types of state assistance if facilities are to accommodate the number of new students expected.
- The state's universities are expected to have a space deficit of 15 million square feet, with 11.9 million square feet of that amount in the high-growth regions, if universities continue to deliver services in the same manner.
- Community colleges will need more than an estimated 11,000 additional faculty and universities will need an estimated additional 10,000 faculty by 2015 if enrollment targets are achieved.
- High-demand baccalaureate and master's programs are available in most regions.
- The Coordinating Board methodology for determining the need for additional professional schools should be applied before any new professional schools are created.
- Some program areas are available in all regions, but increased effort needs to be made to enroll and graduate additional students.
- The Upper Rio Grande is the only region out of the five fastest growing regions not to include an independent institution. Also, Southeast Texas and West Texas regions also do not have independent institutions.

Faculty and Facility Needs. Increasing enrollment will require additional facilities and the hiring of more faculty. Several university campuses in the high-growth regions already have a space deficit, which is expected to increase. Many faculty positions are already difficult to fill. Options to consider include:

- Conduct a study of maintenance costs, capacity, and facility needs of public community colleges. Large increases in community college enrollments may be stretching resources at community colleges in high-growth areas. The study should consider the question of providing partial state funding of community college facilities.

- The Coordinating Board should work with universities and community college districts in identifying opportunities to increase effective and efficient utilization of existing facilities.

- The Coordinating Board should study the feasibility of using the state's electronic admission's application to refer students to institutions with available facilities or to offer incentives for students to attend those institutions with existing capacity.

- Program areas without sufficient student demand to be offered through traditional methods should be delivered through distance education/electronic delivery until student demand in the region is sufficient to justify the new program.

- The Coordinating Board should study future faculty needs at all levels of higher education throughout the state.

Educational Opportunities and High-Demand Programs. Overall, a broad range of educational opportunities are available to students in all regions. The state has two underlying issues: 1) critical field areas where programs are available, but students are not enrolling and graduating in sufficient number to meet job market demand; and 2) offering high-demand programs in regions where they are not currently available. Two-year colleges continue to work closely with the business community and others in their communities and regions. For this reason, the programs provided by two-year colleges were not reviewed in this plan.

High-demand university degree programs were analyzed through a three-step process. First, programs producing 200 or more baccalaureate degrees, 50 or more masters degrees, or 30 or more doctorates were identified as high-demand programs. The second step was to review the degrees available in each region, including new programs which have been approved but have not yet produced graduates. The third step was to determine high-demand programs for which an institution within the region currently has planning authority or programs that are offered by an independent institution in the region. The high-demand degree tables provided previously present a regional summary of potential gaps in services which institutions may wish to consider for new program offerings. The summary of potential gaps in high-demand programs includes:

- Institutions within each region should work together to review the high-demand programs missing from their region to determine need and student interest before bringing forward new programs for review and approval by the Coordinating Board. Coordinating Board staff plan to hold meetings with representatives of institutions in each region to discuss how institutions can best work together to identify and address any unmet high-demand degree program needs in their regions. Program proposals submitted to address unmet needs would go through the Coordinating Board's normal review and approval process.

- Continue to employ the Coordinating Board's methodology for determining when and where new professional schools might be needed.

- Before creating new medical schools, expanding existing schools, or starting new extension initiatives, the Legislature should ensure that existing schools and regional academic health centers have funding sufficient to support their missions. However, if additional medical schools are to be created, two areas of the state meet the criteria identified in the report: the Upper Rio Grande region and the South Texas - South region.

- There is no compelling reason for the state to establish a new law school at this time. However, some regions have significantly less access to legal services than other regions and/or are under-represented in the state's law school student population. To increase the state's supply of lawyers, the state could encourage moderate enrollment increases in the state's smaller public law schools, improve retention and graduation rates, and increase passing rates on the State Bar Exam. A special loan repayment program could be developed for lawyers practicing in underserved areas. Finally, programs could be established to increase enrollment of law students from underserved areas.

- Additionally, there does not appear to be a current need to create a new school of veterinary medicine in Texas, although there is maldistribution of veterinarians across regions of Texas and a shortage of veterinarians specializing in large animal medicine. Should it be determined that more veterinarians are needed, class capacity at Texas A&M University's College of Veterinarian Medicine could be increased by ten to 20 students. Additionally, a special loan repayment program could be developed to encourage veterinarians to practice in large animal medicine in rural areas.

Each high growth region is summarized as follows:

Central Texas offers a wide variety of programs from the bachelor's to professional level. However, because of the enrollment caps at The University of Texas at Austin and Texas A&M University, and the fast growth of Southwest Texas State University, attention should focus on the Round Rock Higher Education Center and the Tarleton State University – Central Texas in Killeen to accommodate regional increases in university enrollments. Additional opportunities at the baccalaureate and master's level may need to be provided to students who are unable to travel for their education or unable to gain admission to the universities in the region. There are also opportunities at the local community and technical colleges for students to receive academic, technical, and adult basic education.

The **Gulf Coast** also offers a wide range of programs and has established new access points with the addition of growing MITCs and USCs. The additional strengthening of facilities and programs at both Prairie View A&M University and Texas Southern University will help accommodate expanding student enrollments in the region. With the large number of institutions in the region and the differences in student demand across institutions, there appears in the near term to be some potential for the shared use of facilities among the region's institutions. The community colleges in this region are targeting an increase of over 80,000 students with facilities likely to be an issue.

The **Metroplex** is well-served by the volume of high-demand programs offered and space is currently available at some of the existing universities. However, the region will have the largest space deficit in the state if institutional targets for the 2015 *Closing the Gaps* targets are reached. Additional access is afforded by the Downtown Center and the University of North Texas System Center at Dallas. Dallas County Community College has had dramatic enrollment increases from 2001 through 2002. As with community colleges in other regions, the region's community college districts' current facilities may be inadequate to handle future enrollment increases.

South Texas has the highest percentage of its population in the 15-to-34 age group. Unfortunately, this region has an extremely low high school educational attainment rate among its adult (over 25) population. Collaborations between higher education and public education need to be expanded to encourage more students to graduate from high school and continue into higher education. The rapid growth in the region will require many new qualified employees in health care and teaching.

Considering the large number of institutions in the region and the large and quickly growing population, there are many disciplines that should be reviewed to see if there is sufficient need, student interest, and faculty/resources available to establish needed programs. The institutions in South Texas should work together in this endeavor. A large number of high-demand programs are not available, so priorities must be set for the development of those with the highest level of need.

The **Upper Rio Grande** has low high school educational attainment levels among its adult (over 25) population. To improve this over time, it is important to continue to emphasize P-16 collaborations, here and throughout the state, to encourage and mentor students to complete high school and continue into college. Adult education efforts remain critical, as in all regions where high school attainment levels of the adult population are low.

The distance between El Paso (the city with the majority of the region's population) and the rest of the state and the fact that so many students remain in the region to attend college make it essential that program offerings support the needs of the region.

Appendix A:
State Overview

Appendix A: State Overview

This appendix provides a summary and overview of state demographics as provided by the U.S. Census, Texas State Data Center, and the Coordinating Board.

Figure
Figure 1: State population growth by region.

Tables
Table 1: Projected growth by race/ethnicity in the 15-to-34 age group by region

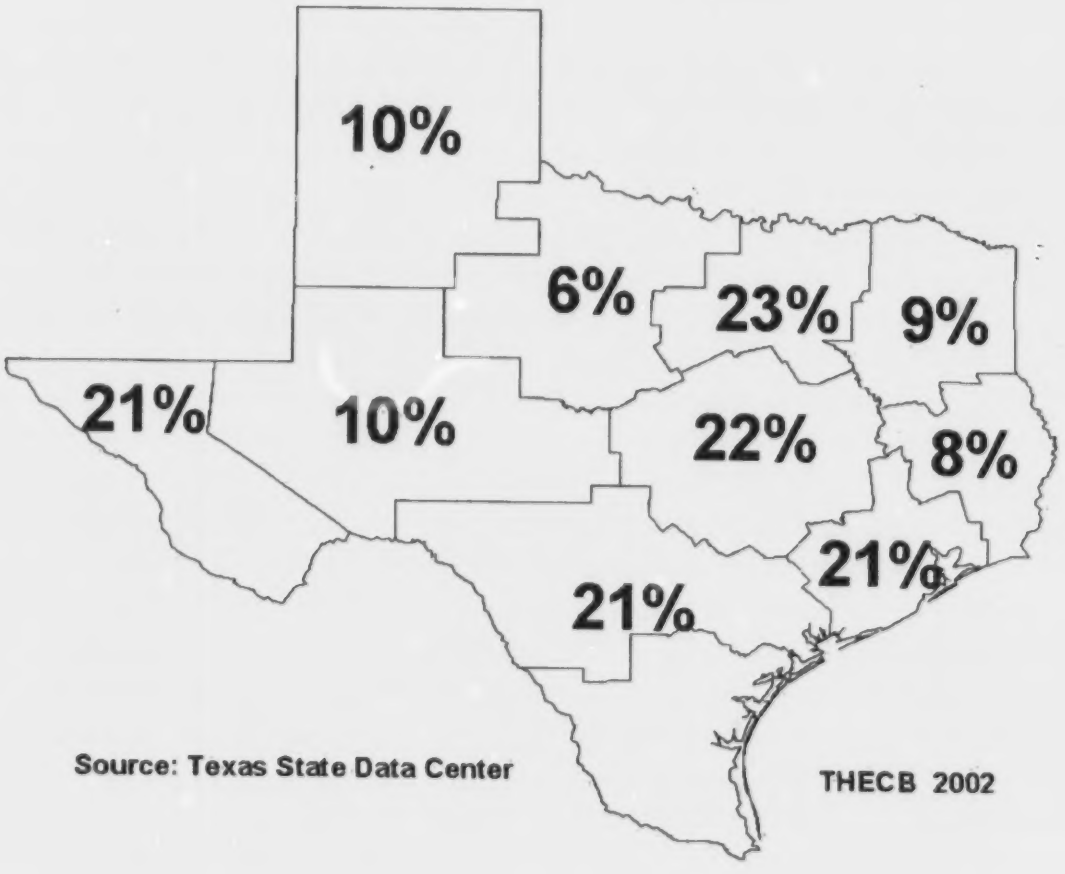
Table 2: Educational attainment for the state and by region, high school/GED through graduate-level degrees earned for 2001.

Table 3 and 4: These tables identify student in- and out-of-region participation in higher education at the university and two-year college (community/technical/state college) level. Table 3 provides numerical data and Table 4 provides the same information in percentage form. The majority of two-year college students attend college within their region of residence.

Table 5: This table identifies the types of public and private institutions (two-year, university and health-related) and campuses (multi-institution teaching center, university system center) in each region.

Figure 1

Projected Population Growth From 2000-2015
Differences Among Regions
(Statewide growth projected at 20 percent)



Source: Texas State Data Center

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Age 15-to-34 Racial/Ethnic Projections

The following table summarizes current and projected racial/ethnic allocations across the state for the 15-to-34 age group. The predictions for 2015 indicate a statewide 5 to 8 percent decrease (averaging 6 percent) in the White population of 15-to-34 year olds. The Black 15-to-34 age population is predicted to increase by 1 or 2 percent, or perhaps remain static throughout the state. The Hispanic age 15-to-34 population will increase between 4 and 8 percent in every region, with a statewide increase projected at 5.8 percent.

Although the projected percentage decrease in the 15-to-34 age group for Whites appears to equal the increase for Hispanics, the number of students provides a different story. Referring to the row of totals on the next table, the state's White age 15-to-34 population is predicted to increase by only 2,822 people from 2000 to 2015, while the similar Hispanic group is predicted to increase by 937,599 people. Also, while the percentage of Black 15-to-34 year olds will be relatively unchanged, the state is expected to have an additional 143,404 age 15-to-34 Blacks by 2015.

Comparisons of the 15-to-34 age population with enrollment across the state for 2000 and 2015 indicate the state's overall Black student enrollment will mirror that of the Black 15-to-34 population. White enrollment is projected to remain higher than the overall White 15-to-34 population group, despite recent declines. And, unless dramatic change occurs, Hispanic enrollment will continue to be less than representative of the state's Hispanic population.

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Table 1
Projected Texas Racial/ethnic Population for the Age 15-to-34 Category
For 2000 and 2015, by Region

Region	Age 15-to-34 Population 2000	White 2000	Black 2000	Hispanic 2000	Age 15-to-34 Population 2015	White 2015	Black 2015	Hispanic 2015
Central Texas	795,352	465,678	90,879	202,367	888,357	468,012	108,529	274,234
Gulf Coast	1,480,588	601,888	256,946	537,142	1,753,185	588,519	295,642	771,451
High Plains	232,319	136,062	14,152	77,598	263,094	133,360	17,986	106,775
Metroplex	1,703,687	897,063	240,775	479,429	1,960,475	898,857	289,369	672,752
Northwest	152,548	106,341	12,830	30,371	167,647	107,032	15,292	41,986
South Texas*	1,147,183	287,037	47,166	796,089	1,454,783	295,327	57,821	1,079,198
Southeast Texas	202,035	126,563	46,833	24,253	229,394	129,805	57,410	36,761
Upper East Texas	264,770	177,809	49,991	33,981	297,918	185,944	57,604	51,147
Upper Rio Grande	213,221	30,674	6,770	172,679	274,883	25,730	8,339	236,143
West Texas	146,016	70,854	7,335	66,137	168,245	70,205	9,089	87,198
Statewide Total	6,337,719	2,899,969	773,677	2,420,046	7,457,981	2,902,791	917,081	3,357,645
*South Texas-North	616,844	214,609	38,066	351,965	734,038	221,114	47,294	450,404
*South Texas-South	530,339	72,428	9,100	444,124	720,745	74,213	10,527	628,794

Population projections provided by the Texas State Data Center.

Educational Attainment

The table below provides a summary of educational attainment for the state and by region. The percent of citizens with a high school/GED or higher range from 58.6 percent in South Texas-South to 82.1 percent in Central Texas. Central Texas, the Gulf Coast and the Metroplex regions lead the state in educational attainment. The attainment rates of these regions are reflected in the state average.

Table 2
Educational Attainment by Region

	Population Over Age 25	Percent High School (or GED) or Higher	Percent Associate's or Higher	Percent Baccalaureate or Higher
Central Texas	1,274,317	82.1	35.2	29.6
Gulf Coast	2,972,716	76.2	31.1	26.1
High Plains	607,037	75.0	24.1	18.8
Metroplex	3,416,273	79.8	33.4	27.8
Northwest	350,250	76.1	21.4	16.7
South Texas (Combined)	2,304,306	68.0	22.7	17.8
Southeast Texas	476,816	75.2	18.4	13.9
Upper East Texas	665,553	75.1	20.8	15.3
Upper Rio Grande	406,613	65.6	21.7	16.7
West Texas	317,012	71.2	21.3	16.4
Statewide	12,790,893	75.7	28.5	23.2
South Texas - North	1,326,481	74.9	26.0	20.5
South Texas - South	977,825	58.6	18.1	14.0

Source: Texas State Data Center, U.S. Census.

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Enrollment In/Out of Region

Table 3 considers student participation in Texas public institutions of higher education based upon the county/region of each students' permanent address in fall 2000. Graduate-level students throughout the state and students of all public health science centers are included because many health science centers offer baccalaureate programs.

Statewide, approximately 4 percent of the population of each region is enrolled in higher education. The percentage of each region's student population leaving the region to enroll in another region of the state varies from 18.4 to 71.6 percent among universities/health science centers and from 2.1 to 14.1 percent among two-year colleges. The wide range of out-of-region movement is most likely related to the location of institutions within the region. For example, Tarleton State University in the Metroplex Region is located in the far southwest part of the region and may attract students from the northern portion of the neighboring Central Texas Region. The high out-of-region two-year college figures may depend on location, or may reflect student interest in academic disciplines offered only in other regions.

Public two-year colleges perform a key role in drawing Texas students into higher education, particularly at the local level (as noted on the table with the low out-of-region percentages). Additionally, in fall 2001, more than 70 percent of the state's of first-time college students enrolled at a two-year college. Even if concurrently enrolled high school students under age 18 are omitted, the proportion of first-time students enrolled at two-year colleges is almost 68 percent. This percentage is projected to be even greater for the 300,000 additional "nontraditional" students targeted by the *Closing the Gaps by 2015* plan, who may be older, low-income, and/or part-time students with needs that could include child care, developmental education, or evening schedules to accommodate work.

Nontraditional students are often well-served by the lower tuition rates, smaller classes, flexible schedules, and open admissions offered by two-year colleges. For that reason, strengthening public two-year colleges will be a significant factor in achieving the goals of *Closing the Gaps*—particularly in the three regions projected to experience the highest growth rates (South Texas, the Gulf Coast, and the Metroplex).

For non-traditional students, access to higher education is often limited by distance and cost. Many Texas residents live outside of a community college taxing district, so they must pay much higher out-of-district tuition rates. In addition, there are large areas of the state, especially in West Texas, that are more than 30 miles from a community college district. While distance education programs may serve some of these students, other students will need a structured environment with direct instructional contact.

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Table 3
Texas Public Higher Education Participation In or Out of Region for Fall 2000

Region	Univ. Enroll in Region	Univ. Enroll Out of Region	Total Univ/HRI Enrollment	CTC Enroll in Region	CTC Enroll Out of Region	Total CTC Enrollment	Total Univ/CTC in Region	Total Univ/CTC Out of Region	Total Univ/CTC Enrollment by Region
Central Texas	26,449	11,646	38,095	45,624	1,883	47,507	72,073	13,529	85,602
Gulf Coast	60,715	38,544	99,259	91,434	5,027	96,461	152,149	43,571	195,720
High Plains	13,178	3,447	16,625	16,304	656	16,960	29,482	4,103	33,585
Metroplex	56,530	31,004	87,534	94,191	6,753	100,944	150,721	37,757	188,478
Northwest	3,818	6,389	10,207	6,983	1,147	8,130	10,801	7,536	18,337
South Texas*	47,698	26,184	73,882	84,752	2,916	87,668	127,916	33,634	161,550
Southeast Texas	10,436	5,069	15,505	10,442	1,708	12,150	20,878	6,777	27,655
Upper East Texas	3,896	9,825	13,721	21,638	915	22,553	25,534	10,740	36,274
Upper Rio Grande	13,564	3,054	16,618	16,413	350	16,763	29,977	3,404	33,381
West Texas	5,785	5,361	11,146	10,955	987	11,942	16,740	6,348	23,088
Statewide Total	242,069	140,523	382,592	398,736	22,342	421,078	636,271	167,399	803,670
*South Texas-North	16,916	19,901	36,817	44,697	2,672	47,369	61,613	22,573	84,186
*South Texas-South	27,014	10,051	37,065	39,289	1,010	40,299	66,303	11,061	77,364

University and health-related institution enrollment figures are combined. In/out-of-region figures are based on individual student enrollment patterns instead of headcount enrollment figures reported by institutions.

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Table 4
Texas Public Higher Education Participation In or Out of Region, Fall 2000

Region	Population 2000	Percent Total H.E. Enrollment	Total Univ/HRI Percent Enrollment	Total CTC Percent Enrollment	Total H.E. Enrollment 2000	Percent of Univ/HRI Students That Attend Out of Region	Percent of CTC Students That Attend Out of Region
Central Texas	2,309,972	3.7%	1.7%	2.1%	85,602	30.6%	4.0%
Gulf Coast	4,854,454	4.0%	2.0%	2.0%	195,720	38.8%	5.2%
High Plains	780,733	4.3%	2.1%	2.2%	33,585	20.7%	3.9%
Metroplex	5,487,477	3.4%	1.6%	1.8%	188,478	35.4%	6.7%
Northwest	549,267	3.3%	1.9%	1.5%	18,337	62.6%	14.1%
South Texas*	3,884,115	4.2%	1.9%	2.3%	161,550	35.4%	3.3%
Southeast Texas	740,952	3.7%	2.1%	1.6%	27,655	32.7%	14.1%
Upper East Texas	1,015,648	3.6%	1.4%	2.2%	36,274	71.6%	4.1%
Upper Rio Grande	704,318	4.7%	2.4%	2.4%	33,381	18.4%	2.1%
West Texas	524,884	4.4%	2.1%	2.3%	23,088	48.1%	8.3%
Statewide Total	20,851,820	3.9%	1.8%	2.0%	803,670	36.7%	5.3%
*South Texas-North	1,737,961	4.8%	2.1%	2.7%	84,186	54.1%	5.6%
*South Texas-South	2,146,154	3.6%	1.7%	1.9%	77,364	27.1%	2.5%

*University and health-related institution enrollment figures are combined. In/out of region figures are based upon individual student enrollment patterns instead of headcount enrollment figures reported by institutions. Percentages are based upon student participation (in and out combined) for each region.

Table 5
Texas Public and Independent Institutions by Region
Including Multi-institution Teaching Centers (MITC)
And University System Centers (USC)

Region Population 2000	Region	Public Univ	Public Two-Year Colleges	Independent Colleges	Public and Independent Health-Related Institutions	MITC - USC	Total
2,309,972	Central Texas	3	7	6	1	2	**19**
4,854,454	Gulf Coast	7	9	3	4	3	**26**
780,733	High Plains	2	4	2	1	0	**9**
5,487,477	Metroplex	6	7	12	2	3	**30**
549,267	Northwest Texas	1	5	4	0	0	**10**
3,884,115	South Texas*	8	9	6	1	1	**25**
740,952	Southeast	2	4	0	0	0	**6**
1,015,648	Upper East	2	8	7	0	0	**17**
704,318	Upper Rio Grande	2	1	0	0	0	**3**
524,884	West Texas	2	3	0	0	0	**5**
20,851,820	Statewide Total	**35**	**57**	**40**	**9**	**9**	
1,737,961	*South Texas-North	3	3	6	1	1	**14**
2,146,154	*South Texas-South	5	6	0	0	0	**11**

Notes:

- Population figures provided by the Texas State Data Center.
- Public Community Colleges: Southwest Collegiate Institute for the Deaf, which is operated by Howard College, is not included in the West Texas Region.
- Public Two-Year Colleges: There are three Lamar state colleges, as well as the Texas State Technical College System of four campuses. Community college districts are counted as one college.
- Public Health Science Centers/Medical Schools: The Upper East region does not include UTHSC-Tyler because it conducts research without enrolling students.
- MITC/USCs: The Texas A&M University-Commerce facility in the Metroplex Region is included, although this center is not formally recognized by the Coordinating Board as a MITC or USC.

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Appendix B: Distance Delivery and Off-Campus Instruction

Appendix B: Distance Delivery and Off-Campus Instruction

DEGREE PROGRAMS APPROVED FOR DISTANCE DELIVERY

Institution	Degree	Program	Location	Mode
Texas Engineering Consortium	MENGR	ENGINEERING (courses from PVAMU, TAMU, TTU, UTA, UT, UTD, UTEP, UTSA, UH)	Statewide via videotape or electronic media	
Angelo State University	BBA	BUSINESS ADM-MANAGEMENT	Goodfellow AFB	Off-Campus
Angelo State University	BA/BS	PSYCHOLOGY	Goodfellow AFB	Off-Campus
Angelo State University	MPA	PUBLIC ADMINISTRATION	University of Texas-Permian Basin	Off-Campus
Angelo State University	BGS	GENERAL STUDIES	Goodfellow AFB	Off-Campus
Lamar University	MS	DEAF STUDIES/DEAF EDUCATION	Brownsville, El Paso, Austin, Ponce, Puerto Rico	Electronic
Midland State University	BAAS	APPLIED ARTS & SCIENCES	Sheppard AFB	Off-Campus
Midland State University	BAAS	APPLIED ARTS & SCIENCES	Universities Center of Dallas	Off-Campus, 2-way
Midland State University	BAAS	APPLIED ARTS & SCIENCES	Graham	2-way
Midland State University	BAAS	APPLIED ARTS & SCIENCES	Navy -JRB, Ft. Worth	2-way, off-campus
Midland State University	BAAS	APPLIED ARTS & SCIENCES	Breckenridge, TSTC	2-way
Midland State University	MEd	CURRICULUM & INSTRUCTION	Breckenridge TSTC Ctr	2-way
Midland State University	BSN	NURSING	TSTC, Bowie	2-way
Midland State University	BSN	NURSING	Vernon RJC, NCTC	2-way
Midland State University	BSRS	RADIOLOGICAL SCIENCE	Statewide	Internet
Midland State University	BSRC	RESPIRATORY CARE	Baylor School of Dentistry	2-way
Midland State University	MBA	BUSINESS	Vernon Regional Junior College	2-way
Midland State University	BS	TRAINING & DEVELOPMENT	Sheppard AFB	
Prairie View A&M University	BA	SOCIOLOGY	The University Center, NHMC	Off-Campus
Prairie View A&M University	MED	EDUCATIONAL ADMINISTRATION	The University Center, NHMC	Off-Campus
Prairie View A&M University	BA	SOCIAL WORK	The University Center, NHMC	Off-Campus
Prairie View A&M University	BA	SOCIOLOGY	Tarleton Sys Cen-Central TX	Off-Campus
Prairie View A&M University	BSN	NURSING	The University Center, NHMC	Interactive Video
Prairie View A&M University	MED/MS	ELEMENTARY/EARLY CHILD EDUCATION	The University Center, NHMC	Off-Campus

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DEGREE PROGRAMS APPROVED FOR DISTANCE DELIVERY

Institution	Degree	Program	Location	Mode
Prairie View A&M University	MS	ENGINEERING	The University Center, NHMC	Off-Campus
Prairie View A&M University	BSN	NURSING	TAMU Broadcast Center	Interactive Video
Prairie View A&M University	BSN	NURSING	Blinn College, Bryan Campus	Interactive Video
Prairie View A&M University	BSN	NURSING	Nursing Clinical Cntr, Houston	Interactive Video
Prairie View A&M University	MSN	NURSING-FAMILY NURSE PRACTITIONER	Nursing Clinical Cntr, Houston-Galveston	Interactive Video
Prairie View A&M University	MA	COUNSELING	Spring, Texas (Prime Bank)	Off-Campus
Prairie View A&M University	MED	EDUCATIONAL ADMINISTRATION	Spring, Texas (Prime Bank)	Off-Campus
Prairie View A&M University	BSN	NURSING	Huntsville Memorial Hospital	TTVN
Stephen F. Austin State University	BA	HUMANITIES	Kilgore, Longview, Carthage	Off-Campus
Stephen F. Austin State University	BAAS	APPLIED ARTS & SCIENCES	Longview	2-way, Internet
Stephen F. Austin State University	MS	BIOTECHNOLOGY	UTHC-Tyler	2-way
Stephen F. Austin State University	MS	ENVIRONMENTAL SCIENCE	UTHC-Tyler	2-way
Stephen F. Austin State University	MED	SPECIAL EDUCATION	Region ESCs	2-way, Internet
Stephen F. Austin State University	MED	EDUCATIONAL LEADERSHIP	Jasper, Cypr.-Fair., Nac., Humble	Off-Campus
Stephen F. Austin State University	BS	REHABILITATION	Longview	2-way
Stephen F. Austin State University	MED	ELEMENTARY EDUCATION	Internet	Internet
Sam Houston State University	MLS	LIBRARY SCIENCE	UTB, UTPA	Off-Campus
Sam Houston State University	BAAS	APPLIED ARTS & SCIENCES	The University Center, NHMC	Off-Campus
Sam Houston State University	BA/BS	CRIMINAL JUSTICE	The University Center, NHMC	Off-Campus
Sam Houston State University	MS	CRIMINAL JUSTICE	The University Center, NHMC	Off-Campus
Sam Houston State University	BBA	GENERAL BUSINESS	The University Center, NHMC	Off-Campus
Sam Houston State University	BA/BS	GEOGRAPHY	The University Center, NHMC	Off-Campus
Sam Houston State University	BA/BS	POLITICAL SCIENCE	The University Center, NHMC	Off-Campus
Sam Houston State University	BS	PSYCHOLOGY	The University Center, NHMC	Off-Campus
Sam Houston State University	MBA	BUSINESS ADMINISTRATION	The University Center, NHMC	Off-Campus
Sam Houston State University	MED	ELEMENTARY EDUCATION	The University Center, NHMC	Off-Campus
Sam Houston State University	MED	SECONDARY EDUCATION	The University Center, NHMC	Off-Campus
Sam Houston State University	MED	ADMINISTRATION	The University Center, NHMC	Off-Campus
Sam Houston State University	BA/BS	ACADEMIC STUDIES	The University Center, NHMC	Off-Campus
Sam Houston State University	BS/BA	BIOLOGY	The University Center, NHMC	Off-Campus
Sam Houston State University	MA	ENGLISH	The University Center, NHMC	Off-Campus

DEGREE PROGRAMS APPROVED FOR DISTANCE DELIVERY

Institution	Degree	Program	Location	Mode
Sam Houston State University	MA	HISTORY	The University Center, NHMC	Off-Campus
Sam Houston State University	BBA	ACCOUNTING	The University Center, NHMC	Off-Campus
Sam Houston State University	BBA	MANAGEMENT	The University Center, NHMC	Off-Campus
Sam Houston State University	BS	PSYCHOLOGY	Tx Dept. of Corrections	Off-Campus
Sam Houston State University	BS	SOCIOLOGY	Tx Dept. of Corrections	Off-Campus
Sam Houston State University	MA	HISTORY	Internet	Internet
Sam Houston State University	MS	CRIMINAL JUSTICE	Internet	Internet
Sam Houston State University	MED	READING	Internet	Internet
Sam Houston State University	BS	CRIMINAL JUSTICE	Internet	Internet
Sam Houston State University	BA	HISTORY	Internet	Internet
Sam Houston State University		VICTIM STUDIES	Internet	Internet
Sam Houston State University	EDD	EDUCATIONAL LEADERSHIP	Cy-Fair ISC	Off-Campus
Sul Ross Rio Grande College	MBA	BUSINESS ADMINISTRATION	Laughlin AFB	Off-Campus
Southwest Texas State University	BBA	MANAGEMENT	North Austin/Williamson County	Off-Campus
Southwest Texas State University	BAAS	APPLIED ARTS & SCIENCES	North Austin/Williamson County	Off-Campus
Southwest Texas State University	MSIS	INTERDISCIPLINARY STUDIES	North Austin/Williamson County	Off-Campus
Southwest Texas State University	MA	TECHNICAL COMMUNICATIONS	North Austin/Williamson County	Off-Campus
Southwest Texas State University	BS	INTERDISCIPLINARY STUDIES	North Austin/Williamson County	Off-Campus
Southwest Texas State University	MBA	BUSINESS ADMINISTRATION	North Austin/Williamson County	Off-Campus
Southwest Texas State University	MS	COMPUTER SCIENCE	North Austin/Williamson County	Off-Campus
Southwest Texas State University	MED	COUNSELING & GUIDANCE	North Austin/Williamson County	Off-Campus
Southwest Texas State University	MSCJ	CRIMINAL JUSTICE	North Austin/Williamson County	Off-Campus
Southwest Texas State University	MED	EDUCATIONAL ADMINISTRATION	North Austin/Williamson County	Off-Campus
Southwest Texas State University	MSHP	ALLIED HEALTH RESEARCH	North Austin/Williamson County	Off-Campus
Southwest Texas State University	MSHP	HEALTHCARE HUMAN RESOURCES	North Austin/Williamson County	Off-Campus
Southwest Texas State University	MA	PROFESSIONAL COUNSELING	North Austin/Williamson County	Off-Campus
Southwest Texas State University	MPA	PUBLIC ADMINISTRATION	North Austin/Williamson County	Off-Campus
Southwest Texas State University	MED	READING EDUCATION	North Austin/Williamson County	Off-Campus
Southwest Texas State University	MED	ELEMENTARY EDUCATION	North Austin/Williamson County	Off-Campus
Southwest Texas State University	MED	SPECIAL EDUCATION	North Austin/Williamson County	Off-Campus
Southwest Texas State University	MA	ENGLISH	North Austin/Williamson County	Off-Campus
Southwest Texas State University	MS	SOFTWARE ENGINEERING	North Austin/Williamson County	Off-Campus
Southwest Texas State University	BSHIM	HEALTH INFORMATION MGMT	Internet	Internet
Southwest Texas State University	MSW	SOCIAL WORK	University of Houston-Victoria	Combination

DEGREE PROGRAMS APPROVED FOR DISTANCE DELIVERY

Institution	Degree	Program	Location	Mode
Southwest Texas State University	MAGEO	GEOGRAPHY	So. Texas first, then statewide	Combination
Southwest Texas State University	BAAS	APPLIED ARTS & SCIENCES	Kelly, Randolph & Ft. Sam Houston	Off-Campus
Southwest Texas State University	MED	MANAGEMENT OF TECHNICAL EDUCATION	North Austin/Williamson County	Off-Campus
Southwest Texas State University	MSIS	INTERDISCIPLINARY STUDIES	Internet (70%)	Internet
Southwest Texas State University	BA/BS	COMPUTER SCIENCE	North Austin/Williamson County	Off-Campus
Texas A&M University	MAGR	ANIMAL SCIENCE	Internet	Combination
Texas A&M University	MAGR	AGRICULTURAL ECONOMICS	Internet	Internet
Texas A&M University	MAGR	ECONOMIC ENTOMOLOGY	Internet	Internet
Texas A&M University	BS	ENG TECH-ELECTRONICS TECHNICIAN	The University Center, NHMC	Off-Campus
Texas A&M University	BS	ENG TECH-TELECOMMUNICATIONS ENG TECHNICIAN	The University Center, NHMC	2-way
Texas A&M University	MS	ENGINEERING SYSTEMS MGT	Tarleton Sys Cen-Central TX	2-way
Texas A&M University	MS	ENGINEERING SYSTEMS MGT	The University Center, NHMC, TAMUT	2-way
Texas A&M University	MS	ENGINEERING SYSTEMS MGT	Austin, Corpus Christi, DFW	2-way
Texas A&M University	MBA	Executive MBA	The University Center, NHMC	2-way
Texas A&M University	MS	EDUCATIONAL HUMAN RESOURCES DEVELOPMENT	San Antonio, Temple, Uvalde	2-way
Texas A&M University	MENGR	PETROLEUM ENGINEERING	The University Center, NHMC	2-way
Texas A&M University	MS	EDUCATIONAL HUMAN RESOURCES DEVELOPMENT	St. Philip's College	2-way
Texas A&M University	MENGR	PETROLEUM ENGINEERING	Texaco Training Facility	2-way
Texas A&M University	MED	EDUCATIONAL TECHNOLOGY	The University Center, NHMC	Combination
Texas A&M University	MENGR	PETROLEUM ENGINEERING	Venezuela	Combination
Texas A&M University	MAGR	AGRICULTURAL CHEMISTRY	Internet & Others	Combination
Texas A&M University	MAGR	AGRICULTURAL DEVELOPMENT	Internet & Others	Combination
Texas A&M University	MAGR	FOOD SCIENCE & TECHNOLOGY	Internet & Others	Combination
Texas A&M University	MAGR	NATURAL RESOURCE DEVELOPMENT	Internet & Others	Combination
Texas A&M University	MAGR	RURAL SOCIOLOGY	Internet & Others	Combination
Texas A&M University	MAGR	AGRICULTURAL SYSTEMS MANAGEMENT	Internet & Others	Combination
Texas A&M University	MAGR	DAIRY SCIENCE	Internet & Others	Combination
Texas A&M University	MAGR	FLORICULTURE	Internet & Others	Combination
Texas A&M University	MAGR	HORTICULTURE	Internet & Others	Combination
Texas A&M University	MAGR	PLANT PROTECTION	Internet & Others	Combination
Texas A&M University	MAGR	POULTRY SCIENCE	Internet & Others	Combination
Texas A&M University	MAGR	RANGELAND ECOLOGY & MANAGEMENT	Internet & Others	Combination

DEGREE PROGRAMS APPROVED FOR DISTANCE DELIVERY

Institution	Degree	Program	Location	Mode
Texas A&M University	MAGR	RECREATION & RESOURCE DEVELOPMENT	Internet & Others	Combination
Texas A&M University	MAGR	AGRONOMY	Internet & Others	Combination
Texas A&M University	MAGR	FISHERIES SCIENCE	Internet & Others	Combination
Texas A&M University	MAGR	WILDLIFE SCIENCE	Internet & Others	Combination
Texas A&M University	MSIE	INDUSTRIAL ENGINEERING	Combination	Combination
Texas A&M University	MID	INDUSTRIAL DISTRIBUTION	Statewide	Internet
Texas A&M University	EDD	AGRICULTURAL EDUCATION w/ TTU	Statewide	Combination
Texas A&M University	MS	MATHEMATICS	Internet & TTVN	Internet & TTVN
Texas A&M University	MS, MED	EDUCATIONAL PSYCHOLOGY	Interactive	
Texas A&M University	MS, MED	EDUCATIONAL ADMINISTRATION	Web & TTVN	
Texas A&M University-Commerce	BA/BS	INTERDISCIPLINARY STUDIES	Navarro College	Off-Campus
Texas A&M University-Commerce	MED	ELEMENTARY EDUCATION	Navarro College	Off-Campus
Texas A&M University-Commerce	MS	SECONDARY EDUCATION	Navarro College	Off-Campus
Texas A&M University-Commerce	MS	HIGHER EDUCATION	Navarro College	Off-Campus
Texas A&M University-Commerce	MBA	BUSINESS ADMINISTRATION	Universities Center of Dallas	Off-Campus
Texas A&M University-Commerce	MS, MED	EDUCATIONAL ADMINISTRATION	Mesquite Metroplex	Off-Campus
Texas A&M University-Commerce	MED, MS	ELEMENTARY EDUCATION	Mesquite Metroplex	Off-Campus
Texas A&M University-Commerce	MA	SECONDARY EDUCATION	Mesquite Metroplex	Off-Campus
Texas A&M University-Commerce	MA, MED	SPECIAL EDUCATION	Mesquite Metroplex	Off-Campus
Texas A&M University-Commerce	MS	TRAINING & DEVELOPMENT	Mesquite Metroplex	Off-Campus
Texas A&M University-Commerce	MBA	BUSINESS ADMINISTRATION	Mesquite Metroplex	Off-Campus
Texas A&M University-Commerce	BBA	BUSINESS ADMINISTRATION w/ TWU, UTA, UNT & UTD	Universities Center of Dallas	Off-Campus
Texas A&M University-Commerce	BSCJ	CRIMINAL JUSTICE	Universities Center of Dallas	Off-Campus
Texas A&M University-Commerce	MBA	BUSINESS ADMINISTRATION	Internet	Internet
Texas A&M University-Commerce	BFA	NEW MEDIA	Universities Center of Dallas	Off-Campus
Texas A&M University-Commerce	BS	CONSTRUCTION SCIENCE	North Lake College, Dallas Co CCD	Off-Campus
Texas A&M University-Commerce	MED, MS	ELEMENTARY EDUCATION	Rockwall ISD	Off-Campus
Texas A&M University-Commerce	MED, MS	SECONDARY EDUCATION	Rockwall ISD	Off-Campus
Texas A&M University-Commerce	MS	MANAGEMENT	Mesquite Metroplex	Off-Campus
Texas A&M University-Commerce	MS	MARKETING	Mesquite Metroplex	Off-Campus
Texas A&M University-Corpus Christi	BSN	NURSING	Victoria	Off-Campus, 2-way
Texas A&M University-Corpus Christi	BSN	NURSING	Laredo	Off-Campus, 2-way

DEGREE PROGRAMS APPROVED FOR DISTANCE DELIVERY

Institution	Degree	Program	Location	Mode
Texas A&M University-Corpus Christi	MSN	NURSING PRACTITIONER	Victoria, Laredo	Off-Campus, 2-way
Texas A&M University-Corpus Christi	MSN	NURSING PRACTITIONER	Temple	Off-Campus, 2-way
Texas A&M University-Corpus Christi	MSN	NURSING PRACTITIONER	Westlaco	Off-Campus, 2-way
Texas A&M University-Corpus Christi	MSN	NURSING ADMINISTRATION	Laredo	Off-Campus, 2-way
Texas A&M University-Corpus Christi	MSN	NURSING ADMINISTRATION	Victoria	Off-Campus, 2-way
Texas A&M University-Corpus Christi	MSN	NURSING ADMINISTRATION	Weslaco, Temple	Off-Campus, 2-way
Texas A&M University-Corpus Christi	BSHS	HEALTH SCIENCE	Temple	Off-Campus, 2-way
Texas A&M University-Corpus Christi	BSHS	HEALTH SCIENCE	Victoria	Off-Campus, 2-way
Texas A&M University-Corpus Christi	MS	OCCUP TRAINING & DEVELOPMENT	Weslaco, Laredo, El Paso, Beeville	Off-Campus
Texas A&M University-Kingsville	BBA	MANAGEMENT	TAMUK System Center-Palo Alto	Off-Campus
Texas A&M University-Kingsville	BBA	COMPUTER INFORMATION MANAGEMENT	TAMUK System Center-Palo Alto	Off-Campus
Texas A&M University-Kingsville	BS	INTERDISCIPLINARY STUDIES	TAMUK System Center-Palo Alto	Off-Campus
Texas A&M University-Kingsville	BS	CRIMINOLOGY	TAMUK System Center-Palo Alto	Off-Campus
Texas A&M University-Kingsville	BA	PSYCHOLOGY	TAMUK System Center-Palo Alto	Off-Campus
Texas A&M University-Tyler	MED	EDUCATIONAL ADMINISTRATION	Jefferson, TX CVA Center	Off-Campus
Texas A&M University-Tyler	BSIS	INTERDISCIPLINARY STUDIES	Northeast Texas CC	Off-Campus
Texas A&M University-Tyler	BS	MATHEMATICS	Northeast Texas CC	Off-Campus
Texas Southern University	BS	HUMAN PERFORMANCE	The University Center, NHMC	Off-Campus
Texas Southern University	MED	COUNSELOR EDUCATION	The University Center, NHMC	Off-Campus
Texas Southern University	PharmD	PHARMACY, POST-BACC.	The University Center, NHMC	Off-Campus
Texas Southern University	BSIS	INTERDISC STUDIES-BILINGUAL ED	The University Center, NHMC	Off-Campus
Texas Southern University	BSIS	INTERDISC STUDIES-EARLY CHILDHOOD	The University Center, NHMC	Off-Campus
Texas Southern University	BSIS	INTERDISC STUDIES-SPECIAL ED	The University Center, NHMC	Off-Campus
Texas Tech University	EDD	EDUCATIONAL LEADERSHIP	Allen ISD	2-way
Texas Tech University	MENGR	ENGINEERING	TTU's service area	2-way
Texas Tech University	MBA	BUSINESS ADMINISTRATION w/ Anahuac University, Mexico City	Mexico City	Off-Campus
Texas Tech University	EDD	CURRICULUM & INSTRUCTION - AGRICULTURAL EDUCATION w/ TAMU	Statewide	Combination
Texas Tech University	BGS	GENERAL STUDIES		Correspondence
Texas Tech University	MA	TECHNICAL COMMUNICATION		Internet
Texas Tech University	MSPE	PETROLEUM ENGINEERING		Elec Combo

DEGREE PROGRAMS APPROVED FOR DISTANCE DELIVERY

Institution	Degree	Program	Location	Mode
Texas Tech University	MSSE	SOFTWARE ENGINEERING		Elec Combo
Texas Tech University	MSSEM	SYSTEMS & ENGINEERING MANAGEMENT		Elec Combo
Texas Tech University	MS	RESTAURANT HOTEL & INST MANAGEMENT		Internet
Texas Tech University	MED	EDUCATIONAL LEADERSHIP	Hill Country Sites-Fred & Marble Falls	Variety
Texas Tech University	MED	CURRICULUM AND INSTRUCTION	Hill Country Sites-Fred & Marble Falls	Variety
Texas Tech University	MED	INSTRUCTIONAL TECHNOLOGY		Internet
Texas Tech University	MS	CHEMICAL ENGINEERING	Amarillo or Abilene	Elec Combo
Texas Tech University	MS	MANUFACTURING ENGINEERING		Elec Combo
Texas Tech University	MED	SPECIAL EDUCATION		Internet
Texas Tech University	MS	ENVIRONMENTAL TECHNOLOGY MANAGEMENT	Amarillo	Variety
Texas Tech University	MSME	MANUFACTURING SYSTEMS AND ENGINEERING	Amarillo	Variety
Texas Tech Univ-Health Science Cntr	MSN	FAMILY NURSE PRACTITIONER	University of Texas at Tyler	Off-Campus
Texas Tech Univ-Health Science Cntr	BS	OCCUPATIONAL THERAPY		
Texas Tech Univ-Health Science Cntr	BSN	NURSING	15 rural central TX counties	
Texas Woman's University	MLS/MA	LIBRARY SCIENCE	West Texas A&M University	2-way
Texas Woman's University	MLS	LIBRARY SCIENCE	TWU, College of Nursing, Houston	2-way
Texas Woman's Univ/Univ North Texas	MLS	LIBRARY SCIENCE	UTPA, UTT, TAMUCC	Combination
Texas Woman's University	MS	SPEECH-LANGUAGE PATHOLOGY	Mount Pleasant	2-way
Texas Woman's University	MBA	BUSINESS ADMINISTRATION (FEDERATION)	Universities Center of Dallas	Off-Campus
Texas Woman's University	MS	SPEECH LANGUAGE PATHOLOGY	via Tx Ed Tel Net	2-way
Texas Woman's University	MS	EDUCATION OF THE DEAF	ESC, Edinburg	Off-Campus
Texas Woman's University	PHD	NURSING	via Distance Ed to Temple & Tyler	Combination
Texas Woman's University	BS	HEALTH STUDIES	Internet	Internet
Texas Woman's University	MBA	BUSINESS ADMINISTRATION	Internet	Internet
Texas Woman's University	MA	OCCUPATIONAL THERAPY	Internet	Internet
Texas Woman's University	PHD	NURSING	in collaboration with TTUHSC	Internet & F2F
Tarleton State University	MBA	BUSINESS ADMINISTRATION	Tarleton Sys Cen-Central TX	Off-Campus
Tarleton State University	BBA	HUMAN RESOURCES MANAGEMENT	Tarleton Sys Cen-Central TX	Off-Campus
Tarleton State University	BBA	COMPUTER INFORMATION SYSTEMS	Tarleton Sys Cen-Central TX	Off-Campus

DEGREE PROGRAMS APPROVED FOR DISTANCE DELIVERY

Institution	Degree	Program	Location	Mode
Tarleton State University	BBA	INTERDISCIPLINARY BUSINESS	Tarleton Sys Cen-Central TX	Off-Campus
Tarleton State University	BS	AVIATION SCI-PROF PILOT	Tarleton Sys Cen-Central TX	Off-Campus
Tarleton State University	BS	AVIATION SCI-MANAGEMENT	Tarleton Sys Cen-Central TX	Off-Campus
Tarleton State University	BS	POLITICAL SCIENCE	Tarleton Sys Cen-Central TX	Off-Campus
Tarleton State University	BS	LIBERAL STUDIES	Tarleton Sys Cen-Central TX	Off-Campus
Tarleton State University	MS	LIBERAL STUDIES	Tarleton Sys Cen-Central TX	Off-Campus
Tarleton State University	MCJ	CRIMINAL JUSTICE	Tarleton Sys Cen-Central TX	Off-Campus
Tarleton State University	MS	COUNSELING PSYCHOLOGY	Tarleton Sys Cen-Central TX	Off-Campus
Tarleton State University	MS	EDUCATIONAL PSYCHOLOGY	Tarleton Sys Cen-Central TX	Off-Campus
Tarleton State University	MS	HUMAN RESOURCES MANAGEMENT	Tarleton Sys Cen-Central TX	Off-Campus
Tarleton State University	MS	MANAGEMENT	Tarleton Sys Cen-Central TX	Off-Campus
Tarleton State University	BS	COMPUTER SCIENCE	Tarleton Sys Cen-Central TX	Off-Campus
Tarleton State University	MS	COMPUTER INFORMATION SCI	Tarleton Sys Cen-Central TX	Off-Campus
University of Houston	MEE	ELECTRICAL ENGINEERING	60 miles of downtown Houston	2-way
University of Houston	MIE	INDUSTRIAL ENG specialization in ENGINEERING MANAGEMENT	60 miles of downtown Houston	2-way
University of Houston	BS	Hotel & Restaurant Management	Current service area	2-way
University of Houston	BA/BS	PSYCHOLOGY	Southeast Texas	2-way
University of Houston	BA	PRE-PROFESSIONAL ENGLISH	Southeast Texas	2-way
University of Houston	BSTCH	MECHANICAL TECHNOLOGY	Current service area	2-way
University of Houston	BSTCH	COMPUTER ENGINEERING TECHNOLOGY	Current service area	2-way
University of Houston	BSTCH	INDUSTRIAL SUPERVISION	Current service area	2-way
University of Houston	MSOT	OCCUPATIONAL TECHNOLOGY	Current service area	2-way
University of Houston	MHM	HOTEL & RESTAURANT MANAGEMENT	Current service area	2-way
University of Houston	BA	HISTORY	Southeast Texas	2-way
University of Houston	BA	EARTH SCIENCE	University of Houston System-Sugar Land	Off-Campus
University of Houston	BS	HOTEL & RESTAURANT MANAGEMENT	The University Center, NHMC	Off-Campus
University of Houston	BSTCH	INDUSTRIAL SUPERVISION	The University Center, NHMC	Off-Campus
University of Houston	BSTCH	MECHANICAL TECHNOLOGY	The University Center, NHMC	Off-Campus
University of Houston	BA	PRE-PROFESSIONAL ENGLISH	The University Center, NHMC	Off-Campus
University of Houston	BA	EARTH SCIENCE	The University Center, NHMC	Off-Campus
University of Houston	MSEE	ELECTRICAL ENGINEERING	The University Center, NHMC	Off-Campus
University of Houston	MIE	ENGINEERING MANAGEMENT	The University Center, NHMC	Off-Campus
University of Houston	MHM	HOTEL & RESTAURANT MANAGEMENT	The University Center, NHMC	Off-Campus

DEGREE PROGRAMS APPROVED FOR DISTANCE DELIVERY

Institution	Degree	Program	Location	Mode
University of Houston	MSOT	OCCUPATIONAL TECH IN TRAINING & DEVELOPMENT	The University Center, NHMC	Off-Campus
University of Houston	MBA	EXECUTIVE MBA	The University Center, NHMC	Off-Campus
University of Houston	MS	COMPUTER SCIENCE	The University Center, NHMC	Off-Campus
University of Houston	MS	COMPUTER SCIENCE	Service area	2-way
University of Houston	MED	READING & LANGUAGE ARTS EDUCATION & reading certificate	The University Center, NHMC	Off-Campus
University of Houston	BA	HISTORY	The University Center, NHMC	Off-Campus
University of Houston	BA	HISTORY	University of Houston System-Sugar Land	Off-Campus
University of Houston	BSTCH	COMPUTER ENGINEERING TECHNOLOGY	UH System Center at Cinco Ranch	Off-Campus
University of Houston	BA	ENGLISH	UH System Center at Cinco Ranch	Off-Campus
University of Houston	BA	HISTORY	UH System Center at Cinco Ranch	Off-Campus
University of Houston	BS	HOTEL & RESTAURANT MANAGEMENT	UH System Center at Cinco Ranch	Off-Campus
University of Houston	BSTCH	MECHANICAL TECHNOLOGY (CADD)	UH System Center at Cinco Ranch	Off-Campus
University of Houston	BA/BS	PSYCHOLOGY	UH System Center at Cinco Ranch	Off-Campus
University of Houston	BSTCH	TECHNOLOGY, LEADERSHIP, & SUPERVISION	UH System Center at Cinco Ranch	Off-Campus
University of Houston	MS	COMPUTER SCIENCE	UH System Center at Cinco Ranch	Off-Campus
University of Houston	MEE	ELECTRICAL ENGINEERING	UH System Center at Cinco Ranch	Off-Campus
University of Houston	MHM	HOTEL & RESTAURANT MANAGEMENT	UH System Center at Cinco Ranch	Off-Campus
University of Houston	MIE	INDUSTRIAL ENGINEERING	UH System Center at Cinco Ranch	Off-Campus
University of Houston	MSOT	OCCUPATIONAL TECHNOLOGY	UH System Center at Cinco Ranch	Off-Campus
University of Houston	MED	COUNSELING	UH System Center at Cinco Ranch	Off-Campus
University of Houston	MED	ADMINISTRATION & SUPERVISION	UH System Center at Cinco Ranch	Off-Campus
University of Houston	MED	CURRICULUM & INSTRUCTION-TEACHING	UH System Center at Cinco Ranch	Off-Campus
University of Houston	CERTIFICATE	INSTRUCTIONAL TECHNOLOGY	UH System Center at Cinco Ranch	Off-Campus
University of Houston	CERTIFICATE	POST-BACCALAUREATE TEACHER CERTIFICATION	UH System Center at Cinco Ranch	Off-Campus
University of Houston	MTCH	CONSTRUCTION MANAGEMENT TECHNOLOGY	UH System Center at Cinco Ranch	Off-Campus
University of Houston	MTCH	MANUFACTURING TECHNOLOGY	UH System Center at Cinco Ranch	Off-Campus
University of Houston	BS	MERCHANDISING & INDUSTRIAL DISTRIBUTION	UH System Center at Cinco Ranch	Off-Campus

DEGREE PROGRAMS APPROVED FOR DISTANCE DELIVERY

Institution	Degree	Program	Location	Mode
University of Houston	MED/ ENDORSEMENT	CURRICULUM & INSTRUCTION-GIFTED & TALENTED EDUCATION	UH System Center at Cinco Ranch	Off-Campus
University of Houston	MTCH	MICROCOMPUTER SYSTEMS TECHNOLOGY	UH System Center at Cinco Ranch	Off-Campus
University of Houston	CERTIFICATE	TELECOMMUNICATIONS	UH System Center at Cinco Ranch	Off-Campus
University of Houston-Clear Lake	MS	CRIMINOLOGY	Harris Co. Jail	
University of Houston-Clear Lake	MS	SOFTWARE ENGINEERING	Austin	2-way
University of Houston-Clear Lake	MS	SOCIOLOGY	Houston Police Buildings	Off-Campus
University of Houston-Clear Lake	MS	CURRICULUM & INSTRUCTION	University of Houston System-Sugar Land	Off-Campus
University of Houston-Clear Lake	BS	BEHAVIORAL SCIENCES- PSYCHOLOGY	University of Houston System-Sugar Land	Off-Campus
University of Houston-Clear Lake	MA	BEHAVIORAL SCIENCES-PSYCHOLOGY	University of Houston System-Sugar Land	Off-Campus
University of Houston-Clear Lake	BA	HUMANITIES	University of Houston System-Sugar Land	Off-Campus
University of Houston-Clear Lake	MA	HUMANITIES	University of Houston System-Sugar Land	Off-Campus
University of Houston-Clear Lake	MS	COMPUTER SCIENCE	University of Houston System-Sugar Land	Off-Campus
University of Houston-Clear Lake	MS	SOFTWARE ENGINEERING	University of Houston System-Sugar Land	Off-Campus
University of Houston-Clear Lake	MS	INSTRUCTIONAL TECHNOLOGY	University of Houston System-Sugar Land	Off-Campus, Internet
University of Houston-Clear Lake	MS	INSTRUCTIONAL TECHNOLOGY	Internet	Internet
University of Houston-Clear Lake	MBA	BUSINESS ADMINISTRATION	University of Houston System-Sugar Land	Off-Campus
University of Houston-Clear Lake	MS	FINANCE	University of Houston System-Sugar Land	Off-Campus
University of Houston-Clear Lake	CERTIFICATE	INSTRUCTIONAL TECHNOLOGY	UH System Center at Cinco Ranch	Off-Campus
University of Houston-Clear Lake	MS	SOFTWARE ENGINEERING	UH System Center at Cinco Ranch	Off-Campus
University of Houston-Clear Lake	BS/MA	BEHAVIORAL SCIENCES-PSYCHOLOGY	UH System Center at Cinco Ranch	Off-Campus
University of Houston-Clear Lake	BA/MA	HUMANITIES	UH System Center at Cinco Ranch	Off-Campus
University of Houston-Clear Lake	BS/MS	MANAGEMENT INFORMATION SYSTEMS	UH System Center at Cinco Ranch	Off-Campus
University of Houston-Clear Lake	MS	EDUCATIONAL MANAGEMENT	UH System Center at Cinco Ranch	Off-Campus
University of Houston-Clear Lake	MS	SOFTWARE ENGINEERING	Internet	Internet

DEGREE PROGRAMS APPROVED FOR DISTANCE DELIVERY

Institution	Degree	Program	Location	Mode
University of Houston-Downtown	BBA	FINANCE	The University Center, NHMC	Off-Campus
University of Houston-Downtown	BBA	MARKETING	The University Center, NHMC	Off-Campus
University of Houston-Downtown	BBA	GENERAL BUSINESS	University of Houston System-Sugar Land	Off-Campus
University of Houston-Downtown	BBA	ACCOUNTING	University of Houston System-Sugar Land	Off-Campus
University of Houston-Downtown	BS	INTERDISCIPLINARY STUDIES	University of Houston System-Sugar Land	Off-Campus
University of Houston-Downtown	BS	COMPUTER SCIENCE	University of Houston System-Sugar Land	Off-Campus
University of Houston-Downtown	BS	CRIMINAL JUSTICE	University of Houston System-Sugar Land	Off-Campus
University of Houston-Downtown	BAIS	INTERDISCIPLINARY STUDIES	University of Houston System-Sugar Land	Off-Campus
University of Houston-Downtown	BS	INTERDISCIPLINARY STUDIES	The University Center, NHMC	Off-Campus
University of Houston-Downtown	BS	INDUSTRIAL CHEMISTRY	The University Center, NHMC	Off-Campus
University of Houston-Downtown	BBA	COMPUTER INFORMATION SYSTEMS	The University Center, NHMC	Off-Campus
University of Houston-Downtown	BBA	FINANCE	The University Center, NHMC	Off-Campus
University of Houston-Downtown	BBA	MARKETING	The University Center, NHMC	Off-Campus
University of Houston-Downtown	BBA	ACCOUNTING	UH System Center at Cinco Ranch	Off-Campus
University of Houston-Downtown	BBA	GENERAL BUSINESS	UH System Center at Cinco Ranch	Off-Campus
University of Houston-Downtown	BAIS	INTERDISCIPLINARY STUDIES	UH System Center at Cinco Ranch	Off-Campus
University of Houston-Downtown	BS	CRIMINAL JUSTICE	Galveston College	Off-Campus
University of Houston-Victoria	MBA	BUSINESS ADMINISTRATION	Internet	Internet
University of Houston-Victoria	MED	ADMINISTRATION & SUPERVISION	University of Houston System-Sugar Land	Off-Campus
University of Houston-Victoria	MED	GUIDANCE & COUNSELING	University of Houston System-Sugar Land	Off-Campus
University of Houston-Victoria	MED	CURRICULUM & INSTRUCTION- READING EDUCATION	University of Houston System-Sugar Land	Off-Campus
University of Houston-Victoria	BS	COMPUTER SCIENCE- INFORMATION SYSTEMS	University of Houston System-Sugar Land	Off-Campus
University of Houston-Victoria	MBA	BUSINESS ADMINISTRATION	University of Houston System-Sugar Land	Off-Campus
University of Houston-Victoria	BSIS	INTERDISCIPLINARY STUDIES	Fort Bend ISD	Off-Campus
University of Houston-Victoria	BA/BS	MATHEMATICS	University of Houston System-Sugar Land	Off-Campus
University of Houston-Victoria	MED	ADMINISTRATION & SUPERVISION	Brazosport ISD	Off-Campus

DEGREE PROGRAMS APPROVED FOR DISTANCE DELIVERY

Institution	Degree	Program	Location	Mode
University of Houston-Victoria	MBA	BUSINESS ADMINISTRATION	Bay City	Off-Campus
University of Houston-Victoria	BS	COMPUTER SCIENCE-INFORMATION SYSTEMS	UH System Center at Cinco Ranch	Off-Campus
University of Houston-Victoria	MBA	BUSINESS ADMINISTRATION	UH System Center at Cinco Ranch	Off-Campus
University of Houston-Victoria	CERTIFICATE	CURRICULUM & INSTRUCTION-SPECIAL EDUCATION	UH System Center at Cinco Ranch	Off-Campus
University of Houston-Victoria	BACHELORS	TEACHER CERTIFICATION	UH System Center at Cinco Ranch	Off-Campus
University of Houston-Victoria	MED	CURRICULUM & INSTRUCTION-READING EDUCATION	UH System Center at Cinco Ranch	Off-Campus
University of Houston-Victoria	MAIS	INTERDISCIPLINARY STUDIES	UH System Center at Cinco Ranch	Off-Campus
University of North Texas	BAAS	AAS-LEGAL INFO MANAGEMENT	UNT System Center, Dallas	Off-Campus
University of North Texas	BAAS	OCCUPATIONAL TRAINING & DEV	UNT System Center, Dallas	Off-Campus
University of North Texas	MS	INFORMATION SCIENCE	UNT System Center, Dallas	Off-Campus
University of North Texas	BAAS	AAS-HEALTH INFO MANAGEMENT	UNT System Center, Dallas	Off-Campus
University of North Texas	EdD	EDUCATIONAL ADMINISTRATION	UNT System Center, Dallas	Off-Campus
University of North Texas	MS	COMPUTER SCIENCE	Alliance for Higher Ed	2-way
University of North Texas	BSET	NUCLEAR TECHNICIAN	Glen Rose	Off-Campus
University of North Texas	MBA	FINANCE	EDS in Plano	Off-Campus
University of North Texas	MLS	LIBRARY & INFORMATION SCIENCE	Univ. of Houston	2-way
University of North Texas	EDD	EDUCATIONAL ADMINISTRATION	Midwestern State University	2-way
University of North Texas	BAAS	APPLIED ARTS AND SCIENCES (Legal Focus)	Universities Center of Dallas	Off-Campus
University of North Texas	BS	CRIMINAL JUSTICE, joint with TWU and TAMUC	Universities Center of Dallas	Off-Campus
University of North Texas	BS	ENGINEERING TECH-ELECTRONICS	Alliance for Higher Ed	2-way
University of North Texas	BAAS	APPLIED ARTS & SCIENCES	UNT System Center, Dallas	Off-Campus
University of North Texas	BS, BA	COMPUTER SCIENCE	UNT System Center, Dallas	Off-Campus
University of North Texas	BBA	GENERAL BUSINESS	UNT System Center, Dallas	Off-Campus
University of North Texas	BS	CRIMINAL JUSTICE	UNT System Center, Dallas	Off-Campus
University of North Texas	MPH	PUBLIC HEALTH	UNT System Center, Dallas	Off-Campus
University of North Texas	BS	CHILD/HUMAN DEVELOPMENT	UNT System Center, Dallas	Off-Campus
University of North Texas	BS	INTERDISCIPLINARY STUDIES	UNT System Center, Dallas	Off-Campus
University of North Texas	MS	LIBRARY SCIENCE	UNT System Center, Dallas	Off-Campus
Univ of North Texas/Texas Woman's Univ	MLS	LIBRARY SCIENCE	TAMUT, UTPA, MSU, ACU, CC, Tyler	2-way
University of North Texas	BS	REHABILITATION STUDIES	UNT System Center, Dallas	Off-Campus
University of North Texas	MS	CRIMINAL JUSTICE	Universities Center of Dallas	Off-Campus

DEGREE PROGRAMS APPROVED FOR DISTANCE DELIVERY

Institution	Degree	Program	Location	Mode
University of North Texas	MS/MED	HIGHER EDUCATION	Universities Center of Dallas	Off-Campus
University of North Texas	MS	ENGINEERING TECHNOLOGY	Alliance for Higher Ed	2-way
University of North Texas	MS	INDUSTRIAL-TECH MERCHANDISING	Internet	Internet
University of North Texas	MS	ADMIN LONG-TERM CARE & RETIREMENT	Internet	Internet
University of North Texas	MLS	LIBRARY & INFORMATION SCIENCE	Internet	Internet
University of North Texas	MS	COMPUTER EDUC & COGNITIVE SYSTEMS	Internet	Internet
University of North Texas	MS	HOSPITALITY MANAGMENT	Internet	Internet
University of North Texas	MLS	LIBRARY & INFORMATION SCIENCE	Lubbock	2-way
University of North Texas	MS	EDUCATIONAL ADMINISTRATION & SUPERVISION		Off-Campus
University of Texas at Austin	MBA	Offer MBA in Mexico City with Monterey's IHECS	Mexico City	Off-Campus
University of Texas at Austin	MSSTC	SCIENCE & TECHNOLOGY COMMERCIALIZATION	Northern Virginia, DFW, Houston, Monterrary, Mexico	
University of Texas at Austin	MBA	Executive MBA with UTD	Texas Instruments	
University of Texas at Arlington	BS	CRIMINOLOGY AND CRIMINAL JUSTICE	UT Telecampus-Internet	Internet
University of Texas at Arlington	MENG	AEROSPACE ENGINEERING	Green Network	2-way
University of Texas at Arlington	MS	COMPUTER SCIENCE & ENGINEERING	UT Telecampus-Internet	Internet
University of Texas at Arlington	MS	ELECTRICAL ENGINEERING	UT Telecampus-Internet	Internet
University of Texas at Arlington	MENG	ENGINEERING MECHANICS	Green Network	2-way
University of Texas at Arlington	MENG	INDUSTRIAL ENGINEERING	Green Network	2-way
University of Texas at Arlington	MENG	MECHANICAL ENGINEERING	Green Network	2-way
University of Texas at Arlington	MENG	MATERIAL SCIENCES & ENGINEER	Green Network	2-way
University of Texas at Arlington	MS	COMPUTER SCIENCE	UT Telecampus-Internet	Internet
University of Texas at Arlington	MED	CURRICULUM & INSTRUCTION-READING	UT Telecampus-Internet	Internet
University of Texas at Arlington	BSN	NURSING	Kaufman, Trinity Valley CC, Waco, Paris	Off-Campus
University of Texas at Arlington	MBA	GENERAL MANAGEMENT	UT Telecampus-Internet	Internet
University of Texas at Arlington	MBA	BUSINESS ADMINISTRATION	American Airlines	Off-Campus
University of Texas at Arlington	MSN	NURSING ADMINISTRATION	Bonham, Waco, Temple, Kerrville, Marlin, San Antonio, Fort Worth, Austin	VTEL
University of Texas at Arlington	BA	CHILD STUDIES	McLennan CC	Off-Campus
University of Texas at Arlington	BBA	BUSINESS ADM-MANAGEMENT	McLennan CC	Off-Campus
University of Texas at Arlington	BA	CRIMINOLOGY & CRIMINAL JUSTICE	McLennan CC	Multiple

DEGREE PROGRAMS APPROVED FOR DISTANCE DELIVERY

Institution	Degree	Program	Location	Mode
University of Texas at Arlington	BSN	NURSING	UNT System Center-Dallas	Videotape
University of Texas at Arlington	BA	CRIMINOLOGY & CRIMINAL JUSTICE	Weaterford C	Multiple
University of Texas at Arlington	BBA	BUSINESS ADM-MANAGEMENT	Weaterford C	Multiple
University of Texas at Arlington	PHD	PUBLIC AND URBAN ADMINISTRATION	Monterrey, joint with U Auto de Nuevo Leon	1yr there;1 here
University of Texas at Arlington	PHD	SOCIAL WORK	Monterrey, joint with U Auto de Nuevo Leon	1yr there;1 here
University of Texas at Austin	see above			
University of Texas at Brownsville	BS	CRIMINAL JUSTICE	UT Telecampus-Internet	Internet
University of Texas at Brownsville	MED	EDUCATIONAL TECHNOLOGY	UT Telecampus-Internet	Internet
University of Texas at Brownsville	MED	SPECIAL EDUCATION	Rural Valley locations	2-way
University of Texas at Brownsville	MBA	GENERAL MANAGEMENT	UT Telecampus-Internet	Internet
University of Texas at Brownsville	BSN	NURSING	Knapp Medical Center, Weslaco	
University of Texas at Dallas	MBA	BUSINESS ADMINISTRATION	MBNA-Dallas	2-way & off-campus
University of Texas at Dallas	MA	INTERNATIONAL MGT STUDIES	Executive MBA - On campus & distance	
University of Texas at Dallas	MBA	BUSINESS ADMINISTRATION	Internet	Internet
University of Texas at Dallas	MS	MEDICAL MANAGEMENT	DFW, Not State Funded	Off-Campus
University of Texas at Dallas	MS	COMPUTER SCIENCE	UT Telecampus-Internet	Internet
University of Texas at Dallas	MS	ELECTRICAL ENGINEERING	UT Telecampus-Internet	Internet
University of Texas at Dallas	MS	MANAGEMENT & ADMINISTRATIVE SCIENCES	Internet	Internet
University of Texas at Dallas	MS	PUBLIC AFFAIRS	Universities Center	Face-to-face
University of Texas at El Paso	MBA	GENERAL MANAGEMENT	UT Telecampus-Internet	Internet
University of Texas at El Paso	MS	KINESIOLOGY	UT Telecampus-Internet	Internet
University of Texas HSC-Houston	MPH	PUBLIC COMMUNITY HEALTH	UTSMCD, El Paso, UTHSCSA	Combo
University of Texas HSC-Houston	MSN	NURSING-PSYCHIATRIC/MENTAL HLTH	UTPA & TTUHSC	2-way
University of Texas HSC-Houston	MPH	PUBLIC COMMUNITY HEALTH	RAC in Brownsville	Combo
University of Texas HSC-Houston	BSN	NURSING	Tx Medical Center, UH, Ft. Bend Co. Lib.	Interactive Video

DEGREE PROGRAMS APPROVED FOR DISTANCE DELIVERY

Institution	Degree	Program	Location	Mode
University of Texas HSC-Houston	DSN	NURSING SCIENCE	UTEP	Combo
University of Texas HSC-San Antonio	MSN	ACUTE NURSING CARE OF ADULT	Texas A&M International University	2-way
University of Texas HSC-San Antonio	PHD	NURSING	TAMUCC	2-way
University of Texas HSC-San Antonio	BSN	NURSING	SUL ROSS-RIO GRANDE	2-way
University of Texas HSC-San Antonio	MPH-MS	NURSING & PUBLIC HEALTH		2-way
University of Texas HSC-San Antonio	BS	EMERGENCY MEDICAL TECHNOLOGY	Laredo CC	2-way
University of Texas HSC-San Antonio	BS	CLINICAL LAB SCIENCE	Laredo CC	2-way
University of Texas HSC-San Antonio	BS	RESPIRATORY CARE	Laredo CC	2-way
University of Texas HSC-San Antonio	MOT	OCCUPATIONAL THERAPY	Laredo CC	2-way
University of Texas HSC-San Antonio	BSN	NURSING	TAMUKingsville-Palo Alto	Off-Campus
University of Texas Medical Branch-Galveston	BS	CLINICAL LAB SCIENCE	McLennan CC	2-way
University of Texas Medical Branch-Galveston	BSN	NURSING-RN	Lee College	2-way
University of Texas Medical Branch-Galveston	MSN	FAMILY NURSE PRACTITIONER	Lamar University, Stephen F Austin State Univ	2-way
University of Texas Medical Branch-Galveston	MSN	NEONATAL NURSE PRACTIONER	Scott & White, Temple	2-way
University of Texas Medical Branch-Galveston	MSN	NEONATAL NURSE PRACTIONER	Harris Hospital, Ft Worth	2-way
University of Texas Medical Branch-Galveston	BSN	NURSING	Lackland AFB, San Antonio	2-way
University of Texas Medical Branch-Galveston	BS	CLINICAL LAB SCIENCE	Wharton Co Junior College	2-way
University of Texas Medical Branch-Galveston	BS	CLINICAL LAB SCIENCE	McLennan County College	2-way
University of Texas at Pan American	MBA	GENERAL MANAGEMENT	UT Telecampus-Internet	Internet
University of Texas at Pan American	MS	KINESIOLOGY	UT Telecampus-Internet	Internet
University of Texas of the Permian Basin	MS	KINESIOLOGY	UT Telecampus-Internet	Internet
University of Texas of the Permian Basin	MS	CRIMINAL JUSTICE ADMINISTRATION	Angelo State University, Internet	2-way, Internet
University of Texas of the Permian Basin	MBA	GENERAL MANAGEMENT	UT Telecampus-Internet	Internet

DEGREE PROGRAMS APPROVED FOR DISTANCE DELIVERY

Institution	Degree	Program	Location	Mode
University of Texas of the Permian Basin	MS	KINESIOLOGY	Howard CC, Midland CC, Internet	2-way, Internet
University of Texas of the Permian Basin	MA	EDUCATIONAL LEADERSHIP	ISDs Region 18, Internet	2-way, Internet
University of Texas of the Permian Basin	BS	CRIMINOLOGY AND CRIMINAL JUSTICE	UT Telecampus-Internet	Internet
University of Texas at San Antonio	MBA	GENERAL MANAGEMENT	UT Telecampus-Internet	Internet
University of Texas at Tyler	BSN	NURSING	Navarro CCD	2-way
University of Texas at Tyler	BSN	NURSING	Palestine	2-way
University of Texas at Tyler	BSN	NURSING	Longview	2-way
University of Texas at Tyler	MSN	NURSING ADMINISTRATION	Longview, Palestine, Corsicana	2-way
University of Texas at Tyler	MSN	NURSING EDUCATION	Longview, Palestine, Corsicana	2-way
University of Texas at Tyler	MBA	GENERAL MANAGEMENT	UT Telecampus-Internet	Internet
University of Texas at Tyler	MED	EDUCATIONAL ADMINISTRATION	Longview	2-way
University of Texas at Tyler	MPA	PUBLIC ADMINISTRATION	Longview, Palestine	2-way
University of Texas at Tyler	MBA	BUSINESS ADMINISTRATION	Longview	2-way
University of Texas at Tyler	MED	HEALTH & KINESIOLOGY	UT Telecampus-Internet	Internet
University of Texas at Tyler	BBA	BUSINESS ADMINISTRATION	Longview	
University of Texas at Tyler	MBA	BUSINESS ADMINISTRATION	Longview	
University of Texas at Tyler	BS	TECHNOLOGY	Longview	
University of Texas at Tyler	MS	TECHNOLOGY	Longview	
University of Texas at Tyler	BS	INTERDISCIPLINARY STUDIES	Longview	
University of Texas at Tyler	MSN	NURSING	Longview	
University of Texas at Tyler	MENGR	ENGINEERING	Longview	
University of Texas at Tyler	BS	COMPUTER INFORMATION SYSTEMS	Longview	
University of Texas at Tyler	BA/BS	HISTORY	Longview	
West Texas A&M University	MED	INSTRUCTIONAL TECHNOLOGY	Internet	Internet
West Texas A&M University	MBA	GENERAL BUSINESS	Internet	Internet
West Texas A&M University	BAAS	FIRE SAFETY & PROTECTION	Internet or ITV	
West Texas A&M University	BS	NURSING	Internet or ITV	
West Texas A&M University	MS	AGRICULTURE	Internet or ITV	
West Texas A&M University	MED	EDUCATIONAL DIAGNOSTICIAN	Internet or ITV	
West Texas A&M University	BAAS	EMERGENCY MANAGEMENT	Internet	Internet

DEGREE PROGRAMS APPROVED FOR DISTANCE DELIVERY

Institution	Degree	Program	Location	Mode
West Texas A&M University	MED	EDUCATIONAL ADMINISTRATION	Internet or ITV	
West Texas A&M University	BS	ENG TECH-FIRE SAFETY	Internet or ITV	
West Texas A&M University	BGS	GENERAL STUDIES	Internet	Internet
West Texas A&M University	MAGR	AGRICULTURE BUSINESS & ECONOMICS	Internet	Internet

MULTI-INSTITUTION TEACHING CENTER (MITC) DEGREE PROGRAMS APPROVED FOR DISTANCE DELIVERY

Institution	Degree	Program	Location	Mode
Praire View A&M University	BA	SOCIOLOGY	Tarleton Sys Cen-Central TX	Off-Campus
Praire View A&M University	BA	SOCIOLOGY	Woodlands MITC	Off-Campus
Praire View A&M University	MED/MS	ELEMENTARY/EARLY CHILD EDUCATION	Woodlands MITC	Off-Campus
Praire View A&M University	BA	SOCIAL WORK	Woodlands MITC	Off-Campus
Praire View A&M University	MED	EDUCATIONAL ADMINISTRATION	Woodlands MITC	Off-Campus
Praire View A&M University	BSN	NURSING	Woodlands MITC	Interactive Video
Praire View A&M University	MS	ENGINEERING	Woodlands MITC	Off-Campus
Sam Houston State University	BAAS	APPLIED ARTS & SCIENCES	Woodlands MITC	Off-Campus
Sam Houston State University	MA	ENGLISH	Woodlands MITC	Off-Campus
Sam Houston State University	MED	SECONDARY EDUCATION	Woodlands MITC	Off-Campus
Sam Houston State University	MED	ADMINISTRATION	Woodlands MITC	Off-Campus
Sam Houston State University	BA/BS	ACADEMIC STUDIES	Woodlands MITC	Off-Campus
Sam Houston State University	BS/BA	BIOLOGY	Woodlands MITC	Off-Campus
Sam Houston State University	BBA	ACCOUNTING	Woodlands MITC	Off-Campus
Sam Houston State University	MA	HISTORY	Woodlands MITC	Off-Campus
Sam Houston State University	MBA	BUSINESS ADMINISTRATION	Woodlands MITC	Off-Campus
Sam Houston State University	BBA	MANAGEMENT	Woodlands MITC	Off-Campus
Sam Houston State University	MED	ELEMENTARY EDUCATION	Woodlands MITC	Off-Campus
Sam Houston State University	BS	PSYCHOLOGY	Woodlands MITC	Off-Campus
Sam Houston State University	BA/BS	POLITICAL SCIENCE	Woodlands MITC	Off-Campus
Sam Houston State University	BA/BS	CRIMINAL JUSTICE	Woodlands MITC	Off-Campus
Sam Houston State University	MS	CRIMINAL JUSTICE	Woodlands MITC	Off-Campus
Sam Houston State University	BBA	GENERAL BUSINESS	Woodlands MITC	Off-Campus
Sam Houston State University	BA/BS	GEOGRAPHY	Woodlands MITC	Off-Campus
Southwest Texas State University	MED	CURRICULUM & INSTRUCTION	North Austin/Williamson County	Off-Campus
Southwest Texas State University	MS	SOFTWARE ENGINEERING	North Austin/Williamson County	Off-Campus
Southwest Texas State University	MA	ENGLISH	North Austin/Williamson County	Off-Campus
Southwest Texas State University	MED	SPECIAL EDUCATION	North Austin/Williamson County	Off-Campus
Southwest Texas State University	MPA	PUBLIC ADMINISTRATION	North Austin/Williamson County	Off-Campus
Southwest Texas State University	MED	READING EDUCATION	North Austin/Williamson County	Off-Campus
Southwest Texas State University	MED	COUNSELING & GUIDANCE	North Austin/Williamson County	Off-Campus
Southwest Texas State University	MSCJ	CRIMINAL JUSTICE	North Austin/Williamson County	Off-Campus
Southwest Texas State University	MA	PROFESSIONAL COUNSELING	North Austin/Williamson County	Off-Campus

MULTI-INSTITUTION TEACHING CENTER (MITC) DEGREE PROGRAMS APPROVED FOR DISTANCE DELIVERY

Institution	Degree	Program	Location	Mode
Southwest Texas State University	MBA	BUSINESS ADMINISTRATION	North Austin/Williamson County	Off-Campus
Southwest Texas State University	MS	COMPUTER SCIENCE	North Austin/Williamson County	Off-Campus
Southwest Texas State University	BBA	MANAGEMENT	North Austin/Williamson County	Off-Campus
Southwest Texas State University	BS	INTERDISCIPLINARY STUDIES	North Austin/Williamson County	Off-Campus
Southwest Texas State University	MA	TECHNICAL COMMUNICATIONS	North Austin/Williamson County	Off-Campus
Southwest Texas State University	BAAS	APPLIED ARTS & SCIENCES	North Austin/Williamson County	Off-Campus
Southwest Texas State University	MSIS	INTERDISCIPLINARY STUDIES	North Austin/Williamson County	Off-Campus
Southwest Texas State University	MSHP	ALLIED HEALTH RESEARCH	North Austin/Williamson County	Off-Campus
Southwest Texas State University	MSHP	HEALTHCARE HUMAN RESOURCES	North Austin/Williamson County	Off-Campus
Southwest Texas State University	MED	EDUCATIONAL ADMINISTRATION	North Austin/Williamson County	Off-Campus
Texas A&M University	MS	ENGINEERING SYSTEMS MGT	Tarleton Sys Cen-Central TX	2-way
Texas A&M University	MBA	Executive MBA	Woodlands MITC	2-way
Texas A&M University	MED	EDUCATIONAL TECHNOLOGY	Woodlands MITC	2-way
Texas A&M University	MENGR	PETROLEUM ENGINEERING	Woodlands MITC	2-way
Texas A&M University	BS	ENG TECH-TELECOMMUNICATIONS ENG TECHNICIAN	Woodlands MITC	2-way
Texas A&M University	BS	ENG TECH-ELECTRONICS TECHNICIAN	Woodlands MITC	Off-Campus
Texas A&M University	MS	ENGINEERING SYSTEMS MGT	Woodlands MITC, TAMUT	2-way
Texas A&M University-Commerce	MBA	BUSINESS ADMINISTRATION	Universities Center of Dallas	Off-Campus
Texas A&M University-Commerce	BBA	BUSINESS ADMINISTRATION w/ TWU, UTA, UNT & UTD	Universities Center of Dallas	Off-Campus
Texas A&M University-Commerce	BFA	NEW MEDIA	Universities Center of Dallas	Off-Campus
Tarleton State University	MS	LIBERAL STUDIES	Tarleton Sys Cen-Central TX	Off-Campus
Tarleton State University	BS	AVIATION SCI-MANAGEMENT	Tarleton Sys Cen-Central TX	Off-Campus
Tarleton State University	BS	LIBERAL STUDIES	Tarleton Sys Cen-Central TX	Off-Campus
Tarleton State University	BS	POLITICAL SCIENCE	Tarleton Sys Cen-Central TX	Off-Campus
Tarleton State University	MBA	BUSINESS ADMINISTRATION	Tarleton Sys Cen-Central TX	Off-Campus
Tarleton State University	BBA	INTERDISCIPLINARY BUSINESS	Tarleton Sys Cen-Central TX	Off-Campus
Tarleton State University	MCJ	CRIMINAL JUSTICE	Tarleton Sys Cen-Central TX	Off-Campus
Tarleton State University	BS	AVIATION SCI-PROF PILOT	Tarleton Sys Cen-Central TX	Off-Campus
Tarleton State University	BBA	HUMAN RESOURCES MANAGEMENT	Tarleton Sys Cen-Central TX	Off-Campus
Tarleton State University	MS	MANAGEMENT	Tarleton Sys Cen-Central TX	Off-Campus
Tarleton State University	MS	COMPUTER INFORMATION SCI	Tarleton Sys Cen-Central TX	Off-Campus
Tarleton State University	BS	COMPUTER SCIENCE	Tarleton Sys Cen-Central TX	Off-Campus

MULTI-INSTITUTION TEACHING CENTER (MITC) DEGREE PROGRAMS APPROVED FOR DISTANCE DELIVERY

Institution	Degree	Program	Location	Mode
Tarleton State University	MS	EDUCATIONAL PSYCHOLOGY	Tarleton Sys Cen-Central TX	Off-Campus
Tarleton State University	MS	HUMAN RESOURCES MANAGEMENT	Tarleton Sys Cen-Central TX	Off-Campus
Tarleton State University	MS	COUNSELING PSYCHOLOGY	Tarleton Sys Cen-Central TX	Off-Campus
Tarleton State University	BBA	COMPUTER INFORMATION SYSTEMS	Tarleton Sys Cen-Central TX	Off-Campus
Texa Southern University	PharmD	PHARMACY, POST-BACC.	Woodlands MITC	Off-Campus
Texa Southern University	BS	HUMAN PERFORMANCE	Woodlands MITC	Off-Campus
Texa Southern University	MED	COUNSELOR EDUCATION	Woodlands MITC	Off-Campus
Texas Woman's University	MBA	BUSINESS ADMINISTRATION (FEDERATION)	Universities Center of Dallas	Off-Campus
University of Houston	BA	EARTH SCIENCE	Ft. Bend MITC	Off-Campus
University of Houston	BA	HISTORY	Ft. Bend MITC	Off-Campus
University of Houston	MED	COUNSELING	UH System Center at Cinco Ranch	Off-Campus
University of Houston	MSOT	OCCUPATIONAL TECHNOLOGY	UH System Center at Cinco Ranch	Off-Campus
University of Houston	MHM	HOTEL & RESTAURANT MANAGEMENT	UH System Center at Cinco Ranch	Off-Campus
University of Houston	MIE	INDUSTRIAL ENGINEERING	UH System Center at Cinco Ranch	Off-Campus
University of Houston	CERTIFICATE	TELECOMMUNICATIONS	UH System Center at Cinco Ranch	Off-Campus
University of Houston	MTCH	MICROCOMPUTER SYSTEMS TECHNOLOGY	UH System Center at Cinco Ranch	Off-Campus
University of Houston	BS	MERCHANDISING & INDUSTRIAL DISTRIBUTION	UH System Center at Cinco Ranch	Off-Campus
University of Houston	MED/ ENDORSEMENT	CURRICULUM & INSTRUCTION-GIFTED & TALENTED EDUCATION	UH System Center at Cinco Ranch	Off-Campus
University of Houston	MTCH	MANUFACTURING TECHNOLOGY	UH System Center at Cinco Ranch	Off-Campus
University of Houston	MTCH	CONSTRUCTION MANAGEMENT TECHNOLOGY	UH System Center at Cinco Ranch	Off-Campus
University of Houston	CERTIFICATE	POST-BACCALAUREATE TEACHER CERTIFICATION	UH System Center at Cinco Ranch	Off-Campus
University of Houston	MED	ADMINISTRATION & SUPERVISION	UH System Center at Cinco Ranch	Off-Campus
University of Houston	MEE	ELECTRICAL ENGINEERING	UH System Center at Cinco Ranch	Off-Campus
University of Houston	MS	COMPUTER SCIENCE	UH System Center at Cinco Ranch	Off-Campus
University of Houston	MED	CURRICULUM & INSTRUCTION-TEACHING	UH System Center at Cinco Ranch	Off-Campus
University of Houston	BSTCH	TECHNOLOGY, LEADERSHIP, & SUPERVISION	UH System Center at Cinco Ranch	Off-Campus

MULTI-INSTITUTION TEACHING CENTER (MITC) DEGREE PROGRAMS APPROVED FOR DISTANCE DELIVERY

Institution	Degree	Program	Location	Mode
University of Houston	BA/BS	PSYCHOLOGY	UH System Center at Cinco Ranch	Off-Campus
University of Houston	BSTCH	COMPUTER ENGINEERING TECHNOLOGY	UH System Center at Cinco Ranch	Off-Campus
University of Houston	BA	ENGLISH	UH System Center at Cinco Ranch	Off-Campus
University of Houston	BA	HISTORY	UH System Center at Cinco Ranch	Off-Campus
University of Houston	BS	HOTEL & RESTAURANT MANAGEMENT	UH System Center at Cinco Ranch	Off-Campus
University of Houston	BSTCH	MECHANICAL TECHNOLOGY (CADD)	UH System Center at Cinco Ranch	Off-Campus
University of Houston	CERTIFICATE	INSTRUCTIONAL TECHNOLOGY	UH System Center at Cinco Ranch	Off-Campus
University of Houston	BS	HOTEL & RESTAURANT MANAGEMENT	Woodlands MITC	Off-Campus
University of Houston	BSTCH	INDUSTRIAL SUPERVISION	Woodlands MITC	Off-Campus
University of Houston	BSTCH	MECHANICAL TECHNOLOGY	Woodlands MITC	Off-Campus
University of Houston	BA	PRE-PROFESSIONAL ENGLISH	Woodlands MITC	Off-Campus
University of Houston	BA	EARTH SCIENCE	Woodlands MITC	Off-Campus
University of Houston	MSEE	ELECTRICAL ENGINEERING	Woodlands MITC	Off-Campus
University of Houston	BA	HISTORY	Woodlands MITC	Off-Campus
University of Houston	MIE	ENGINEERING MANAGEMENT	Woodlands MITC	Off-Campus
University of Houston	MHM	HOTEL & RESTAURANT MANAGEMENT	Woodlands MITC	Off-Campus
University of Houston	MSOT	OCCUPATIONAL TECH IN TRAINING & DEVELOPMENT	Woodlands MITC	Off-Campus
University of Houston	MBA	EXECUTIVE MBA	Woodlands MITC	Off-Campus
University of Houston	MS	COMPUTER SCIENCE	Woodlands MITC	Off-Campus
University of Houston	MED	READING & LANGUAGE ARTS EDUCATION & reading certificate	Woodlands MITC	Off-Campus
University of Houston-Clear Lake	MS	SOFTWARE ENGINEERING	Ft. Bend MITC	Off-Campus
University of Houston-Clear Lake	MA	HUMANITIES	Ft. Bend MITC	Off-Campus
University of Houston-Clear Lake	MS	INSTRUCTIONAL TECHNOLOGY	Ft. Bend MITC	Off-Campus, Internet
University of Houston-Clear Lake	MS	COMPUTER SCIENCE	Ft. Bend MITC	Off-Campus
University of Houston-Clear Lake	BA	HUMANITIES	Ft. Bend MITC	Off-Campus
University of Houston-Clear Lake	BS	BEHAVIORAL SCIENCES-PSYCHOLOGY	Ft. Bend MITC	Off-Campus
University of Houston-Clear Lake	MS	CURRICULUM & INSTRUCTION	Ft. Bend MITC	Off-Campus

MULTI-INSTITUTION TEACHING CENTER (MITC) DEGREE PROGRAMS APPROVED FOR DISTANCE DELIVERY

Institution	Degree	Program	Location	Mode
University of Houston-Clear Lake	MA	BEHAVIORAL SCIENCES-PSYCHOLOGY	Ft. Bend MITC	Off-Campus
University of Houston-Clear Lake	MS	EDUCATIONAL MANAGEMENT	UH System Center at Cinco Ranch	Off-Campus
University of Houston-Clear Lake	CERTIFICATE	INSTRUCTIONAL TECHNOLOGY	UH System Center at Cinco Ranch	Off-Campus
University of Houston-Clear Lake	BS/MS	MANAGEMENT INFORMATION SYSTEMS	UH System Center at Cinco Ranch	Off-Campus
University of Houston-Clear Lake	BA/MA	HUMANITIES	UH System Center at Cinco Ranch	Off-Campus
University of Houston-Clear Lake	BS/MA	BEHAVIORAL SCIENCES-PSYCHOLOGY	UH System Center at Cinco Ranch	Off-Campus
University of Houston-Clear Lake	MS	SOFTWARE ENGINEERING	UH System Center at Cinco Ranch	Off-Campus
University of Houston-Downtown	BS	COMPUTER SCIENCE	Ft. Bend MITC	Off-Campus
University of Houston-Downtown	BAIS	INTERDISCIPLINARY STUDIES	Ft. Bend MITC	Off-Campus
University of Houston-Downtown	BS	CRIMINAL JUSTICE	Ft. Bend MITC	Off-Campus
University of Houston-Downtown	BBA	GENERAL BUSINESS	Ft. Bend MITC	Off-Campus
University of Houston-Downtown	BS	INTERDISCIPLINARY STUDIES	Ft. Bend MITC	Off-Campus
University of Houston-Downtown	BBA	ACCOUNTING	Ft. Bend MITC	Off-Campus
University of Houston-Downtown	BBA	GENERAL BUSINESS	UH System Center at Cinco Ranch	Off-Campus
University of Houston-Downtown	BAIS	INTERDISCIPLINARY STUDIES	UH System Center at Cinco Ranch	Off-Campus
University of Houston-Downtown	BBA	ACCOUNTING	UH System Center at Cinco Ranch	Off-Campus
University of Houston-Downtown	BBA	FINANCE	Woodlands MITC	Off-Campus
University of Houston-Downtown	BBA	MARKETING	Woodlands MITC	Off-Campus
University of Houston-Downtown	BS	INTERDISCIPLINARY STUDIES	Woodlands MITC	Off-Campus
University of Houston-Downtown	BBA	MARKETING	Woodlands MITC	Off-Campus
University of Houston-Downtown	BBA	FINANCE	Woodlands MITC	Off-Campus
University of Houston-Downtown	BS	INDUSTRIAL CHEMISTRY	Woodlands MITC	Off-Campus
University of Houston-Downtown	BBA	COMPUTER INFORMATION SYSTEMS	Woodlands MITC	Off-Campus
University of Houston-Victoria	MED	CURRICULUM & INSTRUCTION-READING EDUCATION	Ft. Bend MITC	Off-Campus
University of Houston-Victoria	BS	COMPUTER SCIENCE- INFORMATION SYSTEMS	Ft. Bend MITC	Off-Campus
University of Houston-Victoria	MED	ADMINISTRATION & SUPERVISION	Ft. Bend MITC	Off-Campus
University of Houston-Victoria	BA/BS	MATHEMATICS	Ft. Bend MITC	Off-Campus
University of Houston-Victoria	MED	GUIDANCE & COUNSELING	Ft. Bend MITC	Off-Campus
University of Houston-Victoria	MAIS	INTERDISCIPLINARY STUDIES	UH System Center at Cinco Ranch	Off-Campus

MULTI-INSTITUTION TEACHING CENTER (MITC) DEGREE PROGRAMS APPROVED FOR DISTANCE DELIVERY

Institution	Degree	Program	Location	Mode
University of Houston-Victoria	MED	CURRICULUM & INSTRUCTION-READING EDUCATION	UH System Center at Cinco Ranch	Off-Campus
University of Houston-Victoria	BACHELORS	TEACHER CERTIFICATION	UH System Center at Cinco Ranch	Off-Campus
University of Houston-Victoria	MBA	BUSINESS ADMINISTRATION	UH System Center at Cinco Ranch	Off-Campus
University of Houston-Victoria	CERTIFICATE	CURRICULUM & INSTRUCTION-SPECIAL EDUCATION	UH System Center at Cinco Ranch	Off-Campus
University of Houston-Victoria		COMPUTER SCIENCE-INFORMATION SYSTEMS	UH System Center at Cinco Ranch	Off-Campus
University of North Texas	BS	CHILD/HUMAN DEVELOPMENT	South Dallas	Off-Campus
University of North Texas	BBA	GENERAL BUSINESS	South Dallas	Off-Campus
University of North Texas	BAAS	APPLIED ARTS & SCIENCES	South Dallas	Off-Campus
University of North Texas	EdD	EDUCATIONAL ADMINISTRATION	South Dallas	Off-Campus
University of North Texas	BS, BA	COMPUTER SCIENCE	South Dallas	Off-Campus
University of North Texas	BAAS	AAS-HEALTH INFO MANAGEMENT	South Dallas	Off-Campus
University of North Texas	BAAS	OCCUPATIONAL TRAINING & DEV	South Dallas	Off-Campus
University of North Texas	MS	INFORMATION SCIENCE	South Dallas	Off-Campus
University of North Texas	BS	INTERDISCIPLINARY STUDIES	South Dallas	Off-Campus
University of North Texas	MPH	PUBLIC HEALTH	South Dallas	Off-Campus
University of North Texas	BS	REHABILITATION STUDIES	South Dallas	Off-Campus
University of North Texas	BAAS	AAS-LEGAL INFO MANAGEMENT	South Dallas	Off-Campus
University of North Texas	MS	LIBRARY SCIENCE	South Dallas	Off-Campus
University of North Texas	BS	CRIMINAL JUSTICE	South Dallas	Off-Campus
University of North Texas	BS	CRIMINAL JUSTICE, joint with TWU and TAMUC	Universities Center of Dallas	Off-Campus
University of North Texas	BAAS	APPLIED ARTS AND SCIENCES (Legal Focus)	Universities Center of Dallas	Off-Campus
University of North Texas	MS	CRIMINAL JUSTICE	Universities Center of Dallas	Off-Campus
University of North Texas	MS/MED	HIGHER EDUCATION	Universities Center of Dallas	Off-Campus

COMMUNITY COLLEGE DEGREE PROGRAMS APPROVED FOR DISTANCE DELIVERY

Institution	Degree	Program	Location	Mode
Alvin CCD	AA		Pearland Ctr., Individual	Combination
Alvin CCD	AS		Pearland Ctr., Individual	Combination
Alvin CCD	AAS		Pearland Coll. Ctr., Individual	Combination
Alvin CCD	AS	GENERAL STUDIES	TDCJ	Off-Campus
Alvin CCD	AAS	EMERGENCY MEDICAL TECHNOLOGY	Pearland Coll. Ctr., Individual	Combination
Cisco Junior College	AAS	MEDICAL ASSISTING	Abilene Educ. Ctr.	Off-Campus
Cisco Junior College	AAS	RESPIRATORY TECHNICIAN	Abilene Educ. Ctr.	Off-Campus
Cisco Junior College	AAS	NURSING	Abilene Educ. Ctr.	Off-Campus
Cisco Junior College	AAS	COMMUNITY HEALTH SERVICES	Abilene Educ. Ctr.	Off-Campus
Cisco Junior College	AAS	CRIMINAL JUSTICE	Abilene Educ. Ctr.	Off-Campus
Cisco Junior College	AAS	ELECTRONICS TECHNOLOGY	Abilene Educ. Ctr.	Off-Campus
Cisco Junior College	AAS	MANAGEMENT	Abilene Educ. Ctr.	Off-Campus
Cisco Junior College	AAS	REAL ESTATE TECHNOLOGY	Abilene Educ. Ctr.	Off-Campus
Cisco Junior College	AAS	AUTOMOTIVE TECHNOLOGY	CJC Ind. Div. Abilene	Off-Campus
Cisco Junior College	AAS	MAINTENANCE MECHANICS	CJC Ind. Div. Abilene	Off-Campus
Cisco Junior College	AAS	CRIMINAL JUSTICE	Dyess AFB Abilene	Off-Campus
Cisco Junior College	AAS	CHILD CARE TECHNOLOGY	Abilene Educ. Ctr.	Off-Campus
Cisco Junior College	AA		Abilene Educ. Ctr.	Off-Campus
Hill College	AA		Area High Schools	2-way
Hill College	AAS		Area High Schools	2-way
Panola Junior College	AA	GENERAL STUDIES	Shelby & Jefferson Coll. Ctrs.	Combination
Panola Junior College	AS	GENERAL STUDIES	Shelby & Jefferson Coll. Ctrs.	Combination
Tyler Junior College	AA		High Schools, Individuals	Combination
Tyler Junior College	AAS		Individuals	Combination
Vernon Regional Jr College	AA		Individuals	Combination
Vernon Regional Jr College	AS		Individuals	Combination
Vernon Regional Jr College	AAS	ACCOUNTING	Sheppard Air Force Base	Off-Campus
Vernon Regional Jr College	AAS	BUSINESS MANAGEMENT	Sheppard Air Force Base	Off-Campus

COMMUNITY COLLEGE DEGREE PROGRAMS APPROVED FOR DISTANCE DELIVERY

Institution	Degree	Program	Location	Mode
Vernon Regional Jr College	AAS	CHILD DEVELOPMENT	Wichita Falls	Off-Campus
Vernon Regional Jr College	AAS	COMPUTER & INFO. SCIENCE (Networking)	Wichita Falls	Off-Campus
Vernon Regional Jr College	AAS	COMPUTER & INFO. SCIENCE (Support)	Internet	Internet
Vernon Regional Jr College	AAS	COMPUTER & INFO. SCIENCE (ECommerce)	Internet	Internet
Vernon Regional Jr College	AAS	COMPUTER-ASSISTED DRAFTING/DESIGN	Wichita Falls	Off-Campus
Vernon Regional Jr College	AAS	COMPUTER-ASSISTED DRAFTING/DESIGN	Internet	Internet
Vernon Regional Jr College	AAS	CRIMINAL JUSTICE	Wichita Falls	Off-Campus
Vernon Regional Jr College	AAS	CRIMINAL JUSTICE	Internet	Internet
Vernon Regional Jr College	AAS	ELECTRONICS	Wichita Falls	Off-Campus
Vernon Regional Jr College	AAS	EMERGENCY MEDICAL SERVICES	Wichita Falls	Off-Campus
Vernon Regional Jr College	AAS	HEALTH INFORMATION TECHNOLOGY	Wichita Falls	Off-Campus
Vernon Regional Jr College	AAS	LEGAL ASSISTING	Wichita Falls	Off-Campus
Vernon Regional Jr College	AAS	MANAGEMENT	Wichita Falls	Off-Campus
Vernon Regional Jr College	AAS	MANUFACTURING TECHNOLOGY (Welding)	Wichita Falls	Off-Campus
Vernon Regional Jr College	AAS	NURSING - ADN	TSTC Sweetwater	Combination
Vernon Regional Jr College	AAS	OFFICE TECHNOLOGY	Wichita Falls	Off-Campus
Vernon Regional Jr College	AAS	OFFICE TECHNOLOGY	Internet	Internet

Appendix C: Methodology

Appendix C: Methodology

Overview

This plan provides a review and suggestions regarding higher education opportunities for the state and its 10 regions as requested in the 77th Texas legislature's HB 1799. Primary data sources included the U.S. Census, the Texas State Data Center, the Texas Workforce Commission, regional reports published by the State Comptroller, and data published by the Coordinating Board. This cooperative project was lead by the Planning and Information Resources Division, with key input provided by the Community and Technical Colleges and the Universities and Health-Related Institutions Divisions. Planning and research focused on three areas: demographics, educational opportunities, and economic factors, as follows:

Demographics

- The population of the state and its regions in 2000 and projected for 2015.
- The traditional college-age population of 15-to-34 year olds in the state and its regions in 2000 and projected for 2015.
- The number and percentage of the population participating in public higher education (universities and two-year colleges) from each region, including enrollment in-region and out-of-region.
- The number of residents age 25 or older with a degree for each region.
- Ethnic/race population figures for 2000 and 2015, including overall population and the 15-to-34 population.

Educational Opportunities

- The number of public and independent institutions per region, including Multi-institutional Teaching Centers (MITCs) and University System Centers (USCs).
- Facility capacity for student enrollment by region.
- Current and anticipated full-time faculty needs.
- Application of the Coordinating Board's Professional School Methodology regarding potential new professional degree offerings.
- Degree programs currently available and programs with planning authority by region and degree level (baccalaureate, master's, and doctoral programs). Attention is focused on programs in high-demand degree fields in the five high-growth regions of the state.
- P-16 data as it relates to public high school graduates continuing in public higher education.
- The presence of private and independent institutions, specifically in terms of their degree offerings.
- Distance education opportunities.
- Current and projected enrollment and degrees awarded by region, including ethnic/race data.

- Activities undertaken by public institutions to further educational opportunities, including memorandums of understanding and other partnerships designed to increase student enrollment and transfer.

Economic Indicators

- Anticipated area job growth and the corresponding educational opportunities required to support the projected job growth.
- Unemployment rates by metropolitan service area (MSA) rankings compared to the national average and Texas average.
- Key economic factors, identifying counties ranked in the high and low extremes of the state. Factors include personal income, average per capita income, total property value per capita, January 1 total property value, average per capita income, unemployment, poverty (overall, among children age 0-to-17 and among families with children age 5-to-17).

Methodology

General: Information throughout this plan is provided on a statewide and regional basis. In recognition of the large geographic area included in the South Texas region, more detailed information is provided for South Texas-North and South Texas-South.

Independent colleges and universities and for-profit universities and technical schools are key contributors to higher education in the state, although their data is not included here. These institutions are mentioned in the regional sections and maps where appropriate. The Coordinating Board is working with representatives of several independent institutions and agencies to include enrollment and other information in future reports.

The charts and tables featured in this plan identify the data source and any points of special notice. For example, population data was provided by the Texas State Data Center, utilizing information from the 2000 U.S. Census. The racial/ethnic category "Other" includes American Indians, Asians, and individuals indicating non-White/non-Black/non-Hispanic as their racial/ethnic background. Targets regarding 2005, 2010 and 2015 enrollment for the Other racial/ethnic category were not available. Percentage calculations were rounded and therefore may not total 100 percent. Targets refer to enrollment projections submitted to the Coordinating Board by individual public institutions in response to the state's higher education plan, *Closing the Gaps by 2015*. Additional enrollment projections and estimates were based on enrollment figures and population forecasts. Here, university enrollment was combined to include enrollment in Texas' public universities and health-related institutions.

The in/out-of-region discussion and appendix material categorize students by region according to the Texas county identified as their resident address. This process automatically eliminates students from other states and international students, unless these students listed a Texas address as their permanent

address. Indeed, a small selection of students were identified as both international and Texas residents, but the number did not significantly impact the overall data. In/out of region reports include students enrolled at health science centers with students enrolled at universities.

Likewise, Texas residents who pursue their education outside the state are not reflected, because the data is not available. This omission should be considered while reviewing participation rates of regions along the New Mexico, Oklahoma, and Louisiana borders in particular.

The number of faculty projected as needed for 2015 was calculated by applying the current student/faculty ratio at each public institution to its respective student enrollment target (established by each institution). The institutions were then grouped by region. The projected faculty needs are most likely higher than reported in this plan, as consideration of pending retirements and difficult-to-fill positions were not taken into account.

A similar method was applied to project facility/space needed for institutions in each region by 2015. The space planning model utilized by the Coordinating Board provided a current space surplus/deficit for each public university and health-related institution. This number was compared to the surplus/deficit calculated based on targeted enrollment for 2015. Two-year colleges are locally funded, with no existing systematic study of maintenance costs, capacity, and facility needs available.

Degree Program Count: The Coordinating Board allows universities to define and name degree programs and degree designations. For example, some institutions award the MA, MS and MED in education areas where others offer only the MED. Some universities award a single degree in Applied Music; others award separate degrees for a dozen or more musical instruments.

To provide degree counts that are comparable for policy analysis, productivity measures, and other purposes, the Coordinating Board tries to level inconsistencies across institutions by following a number of conventions in counting degree programs. Using this methodology, most universities average approximately one degree program for every hundred students, a ratio that has not changed significantly in the last 10 years. The conventions include:

1) Multiple programs at the same degree level with the same CIP code are only counted once even if the programs have different names and were approved as distinct programs. Example: a BA, BS, and BBA in the same CIP content area would be counted as a single program. An example is an institution with master's programs in sedimentology and mineralogy, both of which result in a master of science (MS) degree in geosciences. The programs have distinct curricula and operate as separate programs at the institution, but the programs both have the same CIP code and are counted as a single program for the purposes of the degree count.

One exception to this rule is the Fine Arts degree: an MFA is considered a separate degree program from an MA because MA and MFA programs generally differ in length and curriculum.

2) Placeholder degrees are not counted. Subordinate programs are counted separately using the above guideline. An example is an institution offering a master's degree in Health and Physical Education with two distinct degree programs: one in health education and one in physical education. The number of degree programs in this instance is two. The placeholder degree—health and physical education—is not counted as a third program.

3) Fine Arts degrees (e.g., BFA or MFA) are counted separately from other degrees (e.g., BS or MA) at the same level in the same CIP code. Individual programs in types of performance (e.g., tuba, trumpet) or in studio arts (e.g., metal-working, painting) are not counted separately, but programs in broader areas that have a disciplinary nature—conducting, composition, photography, and art history, for example—are counted separately.

4) Degree programs that have undergone a content revision or have been recorded from one CIP code to another are not double-counted, although they may temporarily exist twice with two different CIP codes in the program inventory. For example, due to changes in legislation and certification requirements, many master's degrees in counseling have been revised and reclassified from CIP code 13 (Education) to CIP code 42 (Psychology). During the phase-out period, both CIP codes are valid on the program inventory, but the program is only counted once.

A similar methodology is used to determine the number of degree programs created or deleted. A program that is renamed or changes CIP code is not counted as either a creation or a deletion. To be counted, a program must have a start date or end date before June 1 of the count-year. This means that programs scheduled to be phased out in the future would be included in the current program count, but not in the count of programs being eliminated. Likewise, a new program scheduled for implementation after the June 1 date would not be included in the current program count.

Because of the complexity of this counting system, the program count reflected by the Coordinating Board may differ from the count used internally on a campus.

High-Demand Programs: Degree opportunities provided by public universities and health-related institutions, including degrees currently available and those for which the Coordinating Board has provided planning authority, the database of current degree programs was reviewed by region, with particular attention provided to high-demand degrees and degrees for which the Coordinating Board has approved planning authority. Degrees offered through the state's independent institutions were also reviewed. Certificates and associate degrees were not considered, because two-year colleges and their communities have a tradition of effective identification of instructional areas required to meet local need.

Recognizing that 88.6 percent of Texas students are undergraduates, special attention is paid throughout this plan to gaps in the delivery of career-related undergraduate programs. Graduate programs (masters and doctorates) are important contributors to the higher-education mix, but are more expensive and are less in demand. Also, the majority of doctoral degrees are available in highly populated areas for which related job opportunities in business, education, industry, or government exist. Universities in low-growth regions are most likely already fulfilling student and job demand at the doctoral level. Higher education leaders in all regions are encouraged to review the demand for doctoral degrees, and if there is adequate demand for a program, the Coordinating Board is prepared to join in the analysis and make further recommendations toward filling a gap at that particular level and degree area.

For the reasons listed above, discussion of gaps in the delivery of degree programs focuses on the five regions with the largest populations providing higher education access to the greatest number of students (Central Texas, Gulf Coast, Metroplex, South Texas, and the Upper Rio Grande regions). Information regarding the low-growth regions (High Plains, Northwest, Southeast, Upper East Texas, and West Texas) is also provided.

High-demand degree programs were identified through a three-step process. First, all 2001 graduates of a public university and health-related institution (statewide) were grouped by their respective degree program. The degree database is provided by a national classification system called the Classification of Instructional Programs (CIP), published by the National Center for Educational Statistics. The entire database is available in publication form or online at http://www.thecb.state.tx.us/DataAndStatistics/DegreeInventory.htm High-demand degree programs were identified if the statewide tally exceeded

- 200 or more baccalaureate degrees
- 50 or more masters degrees
- 30 or more doctorates.

The second step was to review the degrees available in each of the five largest regions to produce a regional summary combining degree programs with graduates and degree programs which, for whatever reason, did not produce

graduates in 2001 (for example, the program may be new and still waiting for its first graduating class). The third step in identifying high-demand degrees was to note programs with planning authority (defined and described below) and those programs met through independent institutions in the various regions.

The following two degrees are considered high demand, for different reasons: General Biology—There were 183 masters degrees in general biology awarded in 2001 with graduates from all 10 regions receiving a degree. This is clearly a high demand degree field with opportunity satisfied throughout the state. Curriculum and Instruction—Of the 368 masters degrees awarded in curriculum and instruction, there were no graduates from the Southeast Texas region. Subsequent research found that neither of the two universities in the region offer the curriculum and instruction degree program and they have not obtained planning authority from the Coordinating Board to do so. As a result, university leaders in the Southeast Region may wish to consider the potential need, potential student interest, and available resources for such a degree in the future.

Additional High-Demand Considerations

Combination of Similar Degrees: If all degree programs meeting the 200/50/30 thresholds are counted, there were 57 high-demand baccalaureate degrees, 77 high-demand master's degree programs, and 21 high-demand doctoral degrees in 2001. However, the High-Demand Program Offering tables presented in this report identify 54 baccalaureate, 58 masters, and 18 doctoral degrees. These lower totals result from combining several similar degrees. For example, music-general and music-performance are combined on the tables. Also, clinical psychology and counseling psychology were combined, as were business administration, general business, and business management. The category designated "general studies" was omitted because the programs are nonspecific degrees without a designated major area, and therefore could not be identified as a "high demand" area because there is no link between the degree and specific workforce needs.

Planning Authority: Preparation of a new degree request requires extensive advance consideration and planning. As a preliminary step, public universities and health science centers in the state may request "planning authority" to officially begin the process of planning for and preparing a proposal for a new degree program. Planning authority may be granted for a specific CIP Code and level or for broader authority in a general CIP area. Whether or not an institution has planning authority in a CIP area, the institution must present a proposal for a specific degree program and receive Coordinating Board approval for the program.

Specialized Programs: There are an enormous number of degree programs for a student to consider; most are common throughout the state, and some are better known or recognized than others. Degrees can differ by small variations in course content which reflects the strengths and character of each institution's faculty. Valuable programs may be identified by an institution which reflect local

interests, yet are not in great demand by students or the job market. For instance, there is only one associate's degree available in forestry and conservation science (Texarkana College), one degree available in farrier technology (Sul Ross State University), and only one university that offers a doctorate in criminal justice (Sam Houston State University). Programs of this type have been identified by institutions and approved under Coordinating Board guidelines. Specialized programs are not addressed in this analysis.

Distance Education Opportunities: Higher education courses and degree programs are increasingly available through distance education. These opportunities may include courses provided via the internet, two-way video, broadcast, video tape, or combinations of electronic delivery modes. With increasing numbers of degree programs available through distance education, student participation concerns of physical classroom access are transformed to technology-related access issues.

The Coordinating Board's rules regarding distance education require that a "substantial majority" of courses within a degree program must be available electronically before the program is considered to be offered through distance education. The availability of a distance education program should be considered before an institution engages in the expensive and time-consuming activities related to introducing a new degree program on their campus.

Employment Forecasts: Consideration for additional degrees was also given with regard to employment forecasts and the top 25 job industry opportunities for each region as predicted by the State Comptroller. A review of the top-ranked job areas by region with regard to the degrees most-likely to correspond with these jobs was conducted to support the suggestions provided for introducing new degrees in various regions.

Appendix D: Research and Development Expenditures by Region

Appendix D: Research and Development Expenditures by Region

Expenditures for Research and Development			
TEXAS			
Region	Research Expenditures		
	2000	2001	2007 Target
Central Texas Region	$660,392,182	$711,222,328	$760,000,000
Gulf Coast Region	$476,668,430	$521,546,027	$619,881,281
High Plains Region	$56,757,981	$62,361,381	$77,229,399
Metroplex Region	$251,485,803	$299,208,284	$352,616,136
Northwest Region	$101,935	$93,085	$112,000
South Texas Region	$110,239,870	$126,996,267	$178,840,641
Southeast Texas Region	$8,378,169	$7,404,346	$6,295,093
Upper East Texas Region	$8,613,155	$9,570,774	$9,564,568
Upper Rio Grande Region	$28,580,454	$29,776,629	$29,598,000
West Texas Region	$1,336,959	$1,381,313	$1,719,900
Institutional Total	$1,602,554,938	$1,769,560,434	$2,246,113,607
Statewide Targets			$2,200,000,000
Difference			$46,113,607
South Texas-North	$96,687,516	$109,395,853	$155,818,000
South Texas-South	$13,552,354	$17,600,414	$23,022,641

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Expenditures for Research and Development

CENTRAL TEXAS REGION

Institution	Research Expenditures		
	2000	2001	2007 Target
Southwest Texas State University	$9,127,901	$11,652,513	
Texas A&M-HSC	$24,335,023	$37,328,465	
Texas A&M University	$331,027,971	$340,660,614	
U of Texas-Austin	$295,901,287	$321,580,736	
Region Total	$660,392,182	$711,222,328	$760,000,000

HIGH PLAINS REGION

Institution	Research Expenditures		
	2000	2001	2007 Target
Texas Tech University HSC	$10,868,500	$14,343,187	
Texas Tech University	$44,110,624	$43,373,437	
West Texas A&M University	$1,778,857	$4,744,757	
Region Total	$56,757,981	$62,461,381	$77,229,399

GULF COAST REGION

Institution	Research Expenditures		
	2000	2001	2007 Target
Prairie View A&M University	$8,795,343	$9,201,307	
Sam Houston State University	$3,156,084	$2,281,435	
TAMU-Galveston	$2,948,270	$3,252,082	
Texas Southern University	$2,595,995	$3,048,521	
U of Houston-Clear Lake	$7,597,590	$11,928,221	
U of Houston-Downtown	$588,328	$1,016,352	
University Of Houston	$58,729,892	$61,332,253	
UTMB-Galveston	$87,146,267	$91,088,019	
UT-MD Anderson	$182,196,490	$210,236,589	
UTHSC-Houston	$122,914,171	$128,161,248	
Region Total	$476,668,430	$521,546,027	$619,881,281

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METROPLEX REGION			
Institution	Research Expenditures		
	2000	2001	2007 Target
Tarleton State University	$3,504,054	$6,495,956	
TAMU-Commerce	$414,154	$336,803	
Texas Woman's University	$3,143,775	$3,023,439	
UT-Southwestern	$189,216,337	$222,378,235	
U of Texas-Arlington	$14,552,315	$19,966,034	
U of Texas-Dallas	$15,923,269	$18,531,582	
University of North Texas	$14,601,146	$17,441,681	
University Of North Texas HSC	$10,130,753	$11,034,554	
Region Total	$251,485,803	$299,208,284	$352,616,136

NORTHWEST TEXAS REGION			
Institution	Research Expenditures		
	2000	2001	2007 Target
Midwestern State University	$101,935	$93,085	
Region Total	$101,935	$93,085	$112,000

SOUTH TEXAS-NORTH REGION			
Institution	Research Expenditures		
	2000	2001	2007 Target
Sul Ross Rio Grande College	0	$6,277	
U of Texas-San Antonio	$10,613,082	$11,751,323	
U of Texas HSC-San Antonio	$86,074,434	$97,638,253	
Region Total	$96,687,516	$109,395,853	$155,818,000

SOUTH TEXAS-SOUTH REGION			
Institution	Research Expenditures		
	2000	2001	2007 Target
Texas A&M International U	$396,428	$507,806	
TAMU-Corpus Christi	$3,517,134	$6,710,930	
TAMU-Kingsville	$7,163,871	$7,144,715	
U of Texas-Pan American	$2,175,562	$2,601,598	
UT-Brownsville/Texas Southmost	$299,359	$635,365	
Region Total	$13,552,354	$17,600,414	$23,022,641

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SOUTHEAST TEXAS REGION			
Institution	Research Expenditures		
	2000	2001	2007 Target
Lamar University	$3,204,061	$3,441,465	
Stephen F. Austin State University	$5,174,108	$3,962,881	
Region Total	$8,378,169	$7,404,346	$6,295,093

UPPER EAST TEXAS REGION			
Institution	Research Expenditures		
	2000	2001	2007 Target
U of Texas-Tyler	$210,747	$342,206	
U of Texas HSC-Tyler	$8,402,408	$9,228,568	
Region Total	$8,613,155	$9,570,774	$9,564,568

UPPER RIO GRANDE REGION			
Institution	Research Expenditures		
	2000	2001	2007 Target
Sul Ross State University	$796,408	$773,021	
U of Texas-El Paso	$27,784,046	$29,003,608	
Region Total	$28,580,454	$29,776,629	$29,598,000

WEST TEXAS REGION			
Institution	Research Expenditures		
	2000	2001	2007 Target
Angelo State University	$524,986	$643,460	
U of Texas-Permian Basin	$811,973	$737,853	
Region Total	$1,336,959	$1,381,313	$1,719,900

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Notes

- Two-year colleges and independent and proprietary schools do not report research and development expenditures or obligations to the Coordinating Board.
- Federal funding obligations and federally financed research and development figures (federal research and development funding) were not available as of the date of publication.
- Targets for 2007 were provided by each institution to the Coordinating Board, fall 2001, and are presented here as target totals for each region. Targets for the Gulf Coast Region and Upper East Texas Region were estimated based upon 2001 actual numbers, as targets were not submitted by UT-MD Anderson Cancer Center and UT-Tyler Health Science Center.
- Due to its geographic size, the South Texas Region is presented as South Texas-North and South Texas-South.

Appendix E:
Institutions by Region

Appendix E: Institutions by Region

Central Texas Region (Region 7)
Austin Community College
Baylor University
Blinn College
Central Texas College
Concordia Lutheran University at Austin
Hill College
Huston-Tillotson College
McLennan Community College
McLennan Community College University Center
North Austin-Williamson County Multi-institution Teaching Center
Saint Edward's University
Southwest Texas State University
Southwestern University
Tarleton State University System Center-Central Texas
Temple College
Texas A&M University
Texas A&M University System Health Science Center (Branch/Special Campus)
Texas A&M University System Health Science Center-Temple (Branch/Special Campus)
Texas State Technical College at Waco
The University of Texas at Austin
The University of Texas M.D. Anderson Science Park-Research, Smithville (University System Center)
The University of Texas M.D. Anderson Science Park-Vet.Sci, Bastrop (University System Center)
University of Mary-Hardin Baylor

Gulf Coast Region (Region 6)
Alvin Community College
Baylor College of Medicine
Brazosport College
College of the Mainland
Galveston College
Houston Baptist University
Houston Community College District
Lee College
North Harris Montgomery County Community College District
North Harris Montgomery County Community College District University Center-The Woodlands
Prairie View A&M University
Sam Houston State University
Sam Houston State University, Tomball (Site)
San Jacinto College District
Texas A&M University at Galveston
Texas Southern University
Texas Woman's University Institute for Health Sciences (Center)
The University of Texas Health Science Center at Houston
The University of Texas M.D. Anderson Cancer Center
The University of Texas Medical Branch at Galveston
University of Houston
University of Houston System at Cinco Ranch (Center)
University of Houston System Center at Sugar Land (Center)
University of Houston-Clear Lake
University of Houston-Downtown
University of St. Thomas
Wharton County Junior College
William Marsh Rice University

High Plains Region (Region 1)
Amarillo College
Clarendon College
Frank Phillips College
Lubbock Christian University
South Plains College
Texas Tech Health Science Center Amarillo
Texas Tech University
Texas Tech University Health Sciences Center
Wayland Baptist University
West Texas A&M University

Metroplex Region (Region 3)
Amberton University
Arlington Baptist College
Austin College
Collin County Community College District
Dallas Baptist University
Dallas County Community College District
Grayson County College
Navarro College
North Central Texas
Paul Quinn College
Southern Methodist University
Southwestern Adventist University
Southwestern Assemblies of God University
Southwestern Christian College
Tarleton State University
Tarrant County College District
Texas A&M University Baylor College of Dentistry
Texas A&M University Commerce Navarro Community College District Partnership College Center
Texas A&M University-Commerce
Texas A&M University-Commerce Mesquite Center
Texas Christian University
Texas Tech Health Science Center Pharmacy Branch
Texas Wesleyan University
Texas Woman's University
Texas Woman's University Dallas Center
The College of St. Thomas More
The University of Texas Arlington Riverbend Campus (Site)
The University of Texas at Arlington
The University of Texas at Dallas
The University of Texas Health Science Center Houston in Dallas Regional Campus
The University of Texas Southwestern Medical Center at Dallas
Universities Center at Dallas
University of Dallas
University of North Texas
University of North Texas Health Science Center at Ft. Worth
University of North Texas System Center at Dallas
Weatherford College

Northwest Region (Region 2)
Abilene Christian University
Cisco Junior College
Hardin-Simmons University
Howard Payne University
McMurry University
Midwestern State University
Ranger Junior College
Texas State Technical College-West Texas
Vernon Regional Junior College
Western Texas College

South Texas Region (North and South Sections)

South Texas-North (Region 11)
Alamo Community College District
Our Lady of the Lake University
Schreiner College
Southwest Texas Junior College
St. Mary's University of San Antonio
Sul Ross State University Rio Grande College
TAMU Norris Technical Center-San Antonio (Site)
TAMU South Texas Regional Training-San Antonio (Site)
Texas A&M University Kingsville System Center
Texas Lutheran University
The University of Texas at San Antonio
The University of Texas at San Antonio-Downtown Campus (Branch)
The University of Texas Health Science Center at San Antonio
The Victoria College
Trinity University
University of Houston-Victoria
University of the Incarnate Word

South Texas-South (Region 8)
Coastal Bend College
Del Mar College
Laredo Community College
South Texas Community College
Texas A&M International University
Texas A&M University-Corpus Christi
Texas A&M University-Kingsville
Texas A&M University-Kingsville Citrus Center
Texas Southmost College
Texas State Technical College at Harlingen
The University of Texas at Brownsville
The University of Texas Health Science Center-Houston-Brownsville School of Public Health (Center)
The University of Texas Health Science Center-San Antonio Extension Campus Laredo (Site)
The University of Texas Health Science Center-San Antonio Regional Academic Health Center (Branch)
The University of Texas-Pan American

Southeast Texas Region (Region 5)
Angelina College
Lamar University
Lamar Institute of Technology
Lamar State College-Orange
Lamar State College-Port Arthur
Stephen F. Austin State University

Upper East Texas Region (Region 4)
East Texas Baptist University
Jacksonville College
Jarvis Christian College
Kilgore College
LeTourneau University
Lon Morris College
Northeast Texas Community College
Panola Junior College
Paris Junior College
Texarkana College
Texas A&M University-Texarkana
Texas A&M University-Texarkana-Jefferson (Site)
Texas A&M University-Texarkana-Mt. Pleasant (Site)
Texas College, Tyler
Texas State Technical College at Marshall
The University of Texas at Tyler
The University of Texas at Tyler-Longview (Center)
The University of Texas at Tyler-Palestine (Site)
The University of Texas Health Center at Tyler
Trinity Valley Community College
Tyler Junior College
Wiley College

Upper Rio Grande Region (Region 10)
El Paso Community College District
Sul Ross State University
Texas Tech Health Science Center-El Paso (Branch)
The University of Texas at El Paso
The University of Texas Health Science Center-Houston El Paso Regional Campus

West Texas Region (Region 9)
Angelo State University
Howard County Junior College
Howard College at Big Spring
Midland College
Odessa College
Southwest Collegiate Institute for the Deaf
Texas Tech Health Science Center Odessa (Branch)
Texas Tech Health Science Center-Midland (Site)
The University of Texas of the Permian Basin

Appendix F: Community College District Valuations

Appendix F: Community College District Valuations

FROM ANNUAL FINANCIAL REPORTS FOR FISCAL YEAR ENDED AUGUST 31, 2001

DISTRICT	ASSESSED VALUATION	RANK	TAX RATE ASSESSED	RANK	TOTAL TAXES COLLECTED	RANK
Dallas County Community College	$118,042,106,280	1	0.050000	48	$58,921,025	2
Tarrant County Junior College	$ 66,423,224,196	2	0.106410	35	$70,270,209	1
Houston Community College	$ 64,604,968,873	3	0.082333	44	$53,318,062	3
Alamo Community College	$ 47,270,491,343	4	0.106900	34	$50,937,414	4
Austin Community College	$ 38,296,331,256	5	0.050000	49	$20,314,271	10
Collin County Community College	$ 36,381,966,945	6	0.094049	40	$34,786,831	6
North Harris Montgomery Community College	$ 34,635,100,006	7	0.110000	33	$38,084,417	5
San Jacinto College	$ 23,939,259,490	8	0.126000	30	$30,258,528	7
El Paso County Community College	$ 18,256,598,611	9	0.127499	29	$23,471,690	8
South Texas Community College	$ 13,660,953,185	10	0.092200	41	$12,565,041	12
Del Mar College	$ 9,691,224,136	11	0.220466	7	$21,280,189	9
Amarillo College	$ 6,201,847,045	12	0.149900	21	$9,314,333	14
Tyler Junior College	$ 5,945,343,477	13	0.122300	31	$7,363,880	18
McLennan Community College	$ 5,862,944,645	14	0.117355	32	$6,824,762	19
College of the Mainland	$ 5,755,851,648	15	0.218000	9	$12,773,345	11
Lee College	$ 5,615,000,000	16	0.219300	8	$12,311,000	13
Brazosport College	$ 5,369,680,750	17	0.085000	42	$4,568,470	26
Trinity Valley Community College	$ 5,349,390,251	18	0.062000	46	$3,196,105	30
Laredo Community College	$ 4,815,178,331	19	0.170000	16	$7,624,374	16
Texas Southmost College	$ 4,791,841,624	20	0.131400	27	$6,173,265	20
Midland College	$ 4,539,277,340	21	0.163300	19	$7,511,359	17
Odessa College	$ 4,388,740,925	22	0.198400	11	$8,047,559	15
Grayson County College	$ 3,734,828,002	23	0.103110	38	$3,890,459	29
Central Texas College	$ 3,536,694,762	24	0.148500	22	$5,173,472	22
Victoria College	$ 3,334,979,223	25	0.139400	24	$4,675,964	25
Weatherford College	$ 3,261,971,121	26	0.128900	28	$4,238,377	27
Northeast Texas Community College	$ 2,559,351,510	27	0.100000	39	$2,556,201	35
Galveston College	$ 2,438,865,900	28	0.197800	12	$4,799,219	23
Angelina College	$ 2,435,879,772	29	0.105200	36	$2,518,723	36
Alvin Community College	$ 2,364,202,268	30	0.238900	6	$5,802,312	21
Temple Junior College	$ 2,027,470,764	31	0.195600	13	$3,977,306	28
Panola College	$ 2,016,245,780	32	0.139230	25	$2,722,625	33
Wharton County Junior College	$ 1,751,299,883	33	0.156400	20	$2,703,147	34
Kilgore College	$ 1,728,927,580	34	0.168900	17	$2,947,704	31
South Plains College	$ 1,500,647,526	35	0.312900	1	$4,724,124	24
Blinn College	$ 1,458,190,354	36	0.057600	47	$850,037	43
Navarro College	$ 1,431,390,429	37	0.141773	23	$1,948,438	38
North Central Texas Community College	$ 1,288,353,176	38	0.103200	37	$1,360,446	41
Howard County Junior College	$ 1,073,837,438	39	0.258540	4	$2,754,482	32
Southwest Texas Junior College	$ 1,035,611,216	40	0.050000	50	$520,179	47
Paris Junior College	$ 1,035,231,063	41	0.163700	18	$1,701,472	40
Texarkana College	$ 840,207,129	42	0.084000	43	$717,231	45
Hill College	$ 825,374,391	43	0.077000	45	$641,116	46
Western Texas College	$ 646,905,051	44	0.306700	2	$2,003,908	37
Vernon Regional Junior College	$ 631,136,636	45	0.283820	3	$1,831,322	39
Coastal Bend Community College	$ 599,986,430	46	0.139210	26	$845,698	44
Frank Phillips College	$ 478,552,082	47	0.211800	10	$1,034,334	42
Clarendon College	$ 134,199,443	48	0.183240	14	$242,635	48
Cisco Junior College	$ 114,419,470	49	0.179300	15	$209,963	49
Ranger College	$ 61,789,140	50	0.239910	5	$155,822	50

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